DOCUMENT RESUME

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TITLE	Dealing with Aggressive Behavior: A Curriculum for Middle School and Junior High. Teachers Manual, Student Book, and Pre-Post Tests.
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ABSTRACT

This developmental program in the constructive control of aggressive behavior is designed to encourage students and teachers: (1) to analyze the underlying causes of different forms of aggressive behavior; (2) to consider their consequences; and (3) to think of v able alternatives. This causal approach views aggressive behavior as an individual's way of solving a problem of getting personality needs met. These needs range from achieving self-respect and emotional security to dealing with sex feelings or satisfying a hunger for food. Both the student text and the teacher's manual, as well as pre-post tests designed to accompany each unit are included. For the teacher, an abundance of references, materials, and learning activities are suggested. (TL)

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Pre-Post Tests to Accompany
"Dealing With Aggressive Behavior"
A Junior High-Middle School Program

Developed by

The Lakewood Public Schools
ESEA Title III Curricula Project,
A Program in the Constructive Control of Aggressive Behavior
1470 Warren Road
Lakewood, Ohio 44107
The Educational Research Council of America
The Ohio State Department of Education

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CG 007 002

Notes To The Teacher

The tests included for each of the units of study are to be used for diagnosis only. They are not to be used for marking or to determine a grade for the students. Comparison should be made between the *pre-test* and *post-test* results of each student. Included with each test are suggestions for interpreting the students' responses to the test items. These tests are designed to be reproduced and duplicated for student use. The authors welcome comments on these tests. See the address on the front cover.

The interpretation sheet identifies the objective to which each item is related. A student may show little growth in his achievement of a particular objective as indicated by his responses to the given set of items for that objective. Follow-up techniques such as interviews or small group activities can be used to determine some of the causes of his difficulty in learning. Perhaps the follow-up techniques will indicate that the test items do not tap his actual knowledge or growth; he may lack some of the prerequisite skills; he may have underlying attitudes that interfere with his growth; he may have little interest in the area of study, etc. You can use this information to decide what subsequent activities will better match the student's interests, abilities, and needs.

The tests themselves can become effective teaching materials if you encourage students to discuss the *post-test* items and the relative merits of one answer rather than another. This procedure can work effectively if you emphasize that you are not comparing the answers given by different students, but rather are comparing each person's responses with those he gave before he had studied the unit. The answers to the *pre-test* questions should not be discussed with the students if the same questions are to be included on the *post test*.

UNIT 1
"A Profile of Behavior and Aggression"
Interpretation of Pre-Post Test Responses

The following thirty answers are designed to assess various aspects of the students' understanding of the causal approach, frustration, and aggression. As the student utilizes more understanding, he should be able to decide more clearly on the truth or falsity of an item. Discussion of the *post test* results can help you understand the thinking of the students as they reach decisions about the items.

Item Number	Objective Assessed	Best Answer
1	1	T
2	1	T
3	1	F
4	2	T
5	2	T
6	*Response set*	F
7	3	F
8	2	T
9	3	F
10	6	F
11	4	T
12	6	F
13	5, 6	F
14	6	F
15	5	T
16	6	F
17	4	F
18	5	F
19	4	F
20	6	F
21	3	F
22	2	T
23	4	F
24	*Response set*	F
25	3	T
26	3	F
27	6	T
28	2	T
29	6	F
30	6	T

The *Response Set* items are included to help you detect those students who may be "answer-guessing" rather than thinking the item through. This is a very common characteristic of students who have learned to play the "academic game" in which they are pitted against other students in a battle for grades and in which test items are graded as right and wrong. The purposes of these tests are quite different and one of the prerequisites to success in this program is the student's feeling that he can be open and honest without being judged. You may wish to use the data from these questions to assess your class and individual students on the degree of help and support they will need in order to shift from this set and trust themselves and you.

NAME ______________________________

UNIT 1
"A Profile of Behavior and Aggression" Pre-Post Test

Directions: Read each statement carefully and select the answer that shows how you feel about that statement. Circle T if you feel the statement is true. Circle F if you feel the statement is false.

T = True   F = False

Circle only one answer for each statement. Make your choices quickly. Experience has shown that your first impression is usually the best sign of what you feel and think. Be sure to answer each statement.

T F 1. A behavior can be defined as "aggressive behavior" when someone or something gets hurt.

T F 2. Insulting someone is a form of aggressive behavior.

T F 3. You cannot hurt someone as much with words as with your fists.

T F 4. All human beings have the same basic needs.

T F 5. All people have a need for security.

T F 6. Cheating on an exam never has positive effects.

T F 7. Most adults try to find out the causes before they decide what to do about a behavior.

T F 8. Any problem can be solved in more than one way.

T F 9. When you know how someone has acted before, it is easy to tell how he will act next time.

T F 10. The way a person behaves now has little effect on his future life.

T F 11. Some people react to frustrating situations by withdrawing into themselves.

T F 12. Most feelings of frustration will disappear after a time if you don't pay any attention to them.

T F 13. It is important that a person learn not to get angry.

T F 14. Frustrations lead to someone's getting hurt.

T F 15. The greater an individual's frustrations the more likely it is that he will be aggressive.

T F 16. As a person gets older he has fewer frustrations and shows less aggressive behavior.

T F 17. Talking about your frustrations seldom helps you deal with them more effectively.

T F 18. People who have satisfied their need for respect often show aggressive behavior.

T F 19. The basic causes of frustration are very different now than they were many years ago.

T F 20. Most aggressive behavior cannot be prevented.

T F 21. People from some races are naturally more aggressive than people from other races.

T F 22. Adults have the same set of needs as children.

T F 23. Adults seldom handle frustration by blaming someone else for their problem.

T F 24. Most teachers have satisfied their basic needs very well.

T F 25. Two people who are frustrated may act in entirely different ways.

T F 26. The way an angry person will act depends almost entirely on where he is at the time.

T F 27. It is not healthy to daydream instead of working out a problem.

T F 28. Teenagers and adults are often working on the same needs, but they use different methods to work out the needs.

T F 29. When deciding what to do, it is best to ignore the short-term effects and look only at the long-term effects of the decision.

T F 30. Sometimes all the possible solutions to a problem will lead to hurting someone.

UNIT 2
"Confrontation"
Interpretation of Pre-Post Test Responses

The items on this test are designed to assess the students' application of the causal approach as a means of understanding authorities, rules, peer pressure, and inconsistencies in behavior. Suggestions are given below for the interpretation of responses. Examination of *pre-test* responses can help you identify attitudes which may influence learning in the unit. A comparison of the *pre* and *post test* data can indicate the changes that have occurred.

Item Number and Letter	Objective	Interpretation of Responses
1. a & b	1	A resistance to writing only one response indicates an understanding that the same behavior may have several causes. Growth will be indicated by a decrease in value judgements and an increase in the use of statements about needs and resources.
2. a & b	2	Responses should indicate an awareness that adults have needs and feelings that are similar to their own and should show an increased amount of empathy for problems they have. This does not mean that the student will necessarily excuse adult behavior that has negative effects, but responses should indicate that he is beginning to look at adults as individuals.
3. a & b	3	a. Responses should indicate more than one method which can be used to handle peer pressure. b. Responses should indicate that the student is developing some insight into the pressures his peers put on him. These pressures may or may not produce conflict, depending on the individual.
4. a & b	4	a. Again, if the student can give more than one reason for the rule he has a greater flexibility in the use of the causal approach. b. Responses should indicate an appreciation for the effectiveness of a rule that helps people satisfy needs without giving up an unnecessary amount of freedom.

Item Number and Letter	Objective	Interpretation of Responses
5. a & b	5	a & b Look for responses that indicate that the student is beginning to think through possible causes and effects and resists giving one "pat" reason.
6. a & b	6	a. Several answers indicate greater flexibility. b. Constructive alternatives with supporting reaspons that indicate the student has examined possible effects show achievement of the objective.

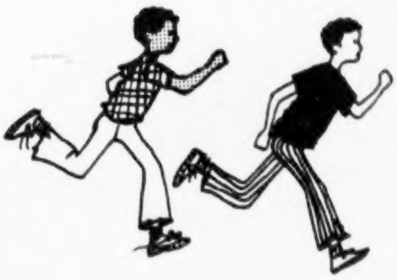
In general it is hoped that the student's level of aggressive responses will drop as he gains understanding.

NAME:____________________________

UNIT 2
"Confrontation"
Pre and Post Test

Directions: Finish the following sentences to show how you feel and what you believe to be true.

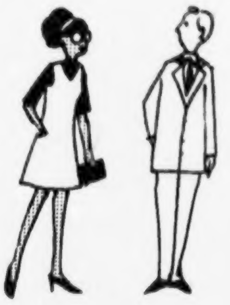
1. (a.) The boys might be running because



(b.) Suppose one of the boys wants to hit the other. He is probably angry because

---

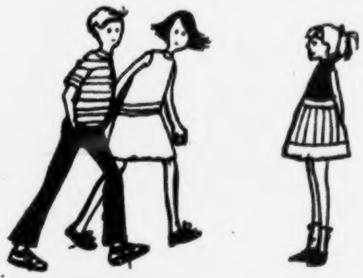
2. (a.) Most authority figures feel



(b.) Adults often feel the way they do because

---

3. (a.) When my friends want me to do something wrong I can



(b.) People my age often try to get me to

4. (a.) There are rules and laws because

DO
NOT
CROSS

(b.) Rules and laws that work best are usually the ones that

---

5. (a.) An example of behavior that is inconsistent is

(b.) People are often inconsistent because

---

6. (a.) When you disagree with someone, you can

(b.) I believe it is best to________________________ when I disagree with someone because

UNIT 3

"Vandalism"

Interpretation of Pre-Post Test I

The fourteen items on this *pre-post test* are designed to assess the student's ability to apply the causal approach (a.) in examining the causes, alternatives, and effects of vandalism and (b.) in making his own decisions about what to do when he feels like destroying property or when he observes other people doing so. Hopefully, the student will begin to show a sense of commitment to other people as well as himself and will choose the more constructive alternatives on the *post test*. Responses written in under "d" can be evaluated for their degree of insight and their constructiveness.

Item Number	Objective Assessed	Most Constructive	Least Constructive
1	1	b	a
2	3	c	a
3	4	b	c
4	3	a	c
5	4	c	a
6	5	a	c
7	2	a	c
8	1	a	b
9	6	a	c
10	6	c	a
11	6	b	a
12	3	c	a
13	2	c	b
14	5, 6	a	c

NAME:________________________

UNIT 3
"Vandalism"
Pre-Post Test I

Directions: Select the answer that you believe is correct for you and place it in the space at the left of the statement. If the suggested answers do not express how you feel, you may write in your own answer in the space following letter "d" and then write letter "d" in the answer column.

_____1. Vandalism is
    a. senseless behavior
    b. the intentional destruction of the property of others
    c. a way to work out frustrations
    d.

_____2. Most people who vandalize
    a. are stupid
    b. do not have respect for the property of others
    c. have unsatisfied needs
    d.

_____3. When a teenager vandalizes property
    a. he is responsible for the vandalism
    b. both the teenager and his parents are responsible for the vandalism
    c. the owner of the vandalized property is responsible
    d.

_____4. In most cases a person commits an act of vandalism because
    a. it is a way to solve a problem
    b. he doesn't care about the property of others
    c. it is a way to pass the time away
    d.

_____5. The results of vandalism affect
    a. the person who commits the vandalistic act
    b. the person against whom the act of vandalism was committed
    c. the person committing the act of vandalism and the person whom it was committed against
    d.

_____6. An alternative to doing an act of vandalism may be to
    a. think about the short and long range effects of the vandalism
    b. think about the persons property against whom the vandalism might be committed
    c. think about the cost of the vandalism
    d.

_____7. The most constructive attitude toward property is to
    a. show respect for the property of others and hopefully they will respect your property
    b. watch what belongs only to you
    c. don't worry about what others do to someone else's property
    d.

_____ 8. Writing on a school desk
a. is a type of vandalism
b. doesn't hurt anything
c. might be a way to show dislike for a teacher
d.

_____ 9. If I saw someone destroying property I might
a. report it to the proper authorities
b. not tell anyone
c. help the person destroy the property
d.

_____10. If I saw someone intentionally wrecking my bicycle I might
a. get in a fight with the person
b. report it to the proper authorities
c. tell the person to leave the bicycle alone
d.

_____11. If I felt like vandalizing someone's property I might
a. go ahead and do it
b. try to work out my problems a better way
c. be ready to face the consequences
d.

_____12. A person might destroy property if
a. his friends do it
b. he cannot control his angry feelings
c. he has not learned how to constructively work out his frustrations
d.

_____13. People should feel that vandalism
a. is really not their concern, unless their own property is involved
b. is the concern of the police
c. is the concern of everyone, regardless of whose property it is
d.

_____14. When I am angry and feel like hurting someone or something, I
a. try to find out why I am angry
b. try to get my mind on something else
c. go ahead and hurt someone or tear up something
d.

UNIT 3
"Vandalism"
Interpretation of Pre-Post Test II (Alternate)

You might want to use this test as a *post test* for the unit instead of using Test I as a *post-test*. If you prefer this format, you can use it for both a *pre* and *post-test*.

This test hopefully will give the students an opportunity to express their opinions concerning vandalism. In both the *pre* and *post-test* situations the teacher will have to examine the answers from the viewpoint of the following:

(1) whether the students have knowledge of vandalism
(2) if that knowledge is used in a constructive or a non-constructive manner

Results of the *pre-test* will give the teacher insight into the student's knowledge and attitude toward vandalism and can assist in the selection of appropriate learning activities. Hopefully, the *post-test* will reflect the student's growth in thinking through causes, alternatives, and effects, and in beginning to make constructive decisions.

Item Number	Objective Number
1	1
2	1
3	6
4	6
5	4
6	3
7	6
8	4, 2
9	6
10	2
11	5

NAME:________________________

UNIT 3
"Vandalism"
Pre-Post Test II

Directions: Complete the following sentences.

1. To vandalize is to ______________________________________

2. To see property that has been damaged or destroyed makes me ________________

   ____

3. When somebody breaks or destroys something on purpose that belongs to me I ____

   ____

4. Some of Jack's friends began writing on the walls in a restroom. Jack walked into the restroom.

   What could Jack do? ____

   What else could he do? ______________________________________

   What do you think he will do? __________________________________

5. When someone damages property, it effects ______________________________

   ____

6. Someone who tries to make fun of or frighten older people by damaging their property is

   ____

7. If I were to see someone damage another person's property I would ____________

   ____

8. I don't believe it hurts anyone to break ________________________________

   ____

9. If I were with a group of friends and they decided to throw rocks at the windows of a building, I

   ____

10. Sometimes people try to ignore vandalism because __________________________

    ____

11. Sometimes I might feel like tearing up or destroying things. Instead, I could

    ____

UNIT 4
"Protest"
Interpretation of Pre and Post Tests

The items on this test are designed to assess the students' knowledge about protest, the issues involved, the reasons an individual might protest, and to ascertain his attitudes about protest and some of the decisions he might make. The *pre-test* can be administered according to the directions on the sheet. If you wish to make the test much more difficult for the post testing so that finer degrees of understanding can be assessed, you may ask students to rank order the responses from their first choice to their last choice. The discussion of the *post-test* can focus on this task if you wish. The ranking of "1" has been given to the item which requires the most understanding or the highest level of learning.

Item Number	Objective Number	Rank Order 1 2 3 4 5
1	2	a c b d e
2	1	a e c b d
3	5	d c b a e
4	4	b a e d c
5	1	e a b c d
6	5	d c b a e
7	5	e d a b c
8	3	d b c a e
9	2	a e b d c
10	4	e b d a c

NAME:________________________________

UNIT 4
"Protest"
Pre-Post Test

Directions: Several answers for each of the questions below may appear to be partially true. Select the answer that seems the best for you and place it in the space at the left of the question.

_____1. A person who wants to protest what someone else is doing can
  a. discuss it with them
  b. have someone else talk to them
  c. argue with them
  d. talk behind their backs
  e. make fun of them

_____2. Protest is when
  a. people plan ways to make a change they believe is needed
  b. people decide to get some attention
  c. anyone walks around with signs
  d. people are noisy, loud, and destructive to property
  e. people disagree

_____3. When I disagree with the law, I
  a. complain about it
  b. follow it anyway
  c. try to change it
  d. try to find out why it was passed in the first place
  e. break the law when I won't get caught

_____4. Which of the following is not an example of peaceful protest?
  a. strikes
  b. throwing rocks at a building
  c. newspaper editorials
  d. signing a petition
  e. boycott of a grocery store

_____5. Protest is
  a. a way to express disagreement
  b. defending your rights
  c. a way to get attention
  d. not a good thing
  e. the right of an American

_____6. If I participated in a protest, I would probably
  a. join in for the excitement
  b. do what my friends do
  c. find out the issues of the protest
  d. think about my responsibilities as a protestor
  e. try to get even with the police

_____7. I would participate in
  a. a protest my friends agree with
  b. protest against the authorities
  c. any protest
  d. a protest for a cause I believe in
  e. a protest which uses methods I agree with

_____ 8. People might protest

a. because it is a fad to protest
b. to call attention to the rights of others
c. in order to go along with the group
d. for many reasons
e. because they want to loot and destroy

_____ 9. In the past people have protested

a. in order to improve conditions of the minority
b. for religious freedom
c. to stand up for the rights of the majority
d. for no good reason at all
e. because they were frustrated

_____ 10. Violent forms of protest

a. can be successful if the protestors don't get caught
b. have effects on the protestors as well as the people the protest is against
c. are exciting
d. often make conditions worse
e. sometimes produce the change but may make people answer back with violence

UNIT 5
"Why Violence"
Interpretation of Pre-Post Test

The test for this unit is designed to assess the student's knowledge of violence, its causes, effects, and alternatives for its prevention. Hopefully, the student will begin to give more constructive responses, which show a greater amount of insight and the use of more and more information.

Item	Objective	Suggestions for Interpretation
1	1	Look for each of the major concepts in the definition: Behavior designed to inflict physical injury to people or damage to property.
2	3	Responses which describe needs and feelings indicate more application of the causal approach than do descriptions of a person or type of people, or lastly, attributing the cause to a weapon or a situation.
3	5	Look for suggestions which indicate application of the causal approach such as trying to understand, talking to the person, etc.
4	1	More responses indicate a greater amount of flexibility.
5	1	Each of the items are possible scenes of violence.
6	2	More responses indicate more breadth of learning.
7	2	Look not only for number of responses but for an indication of the complexity of the effects of violence.
8	3	T
9	4	F
10	4, 1	Look for discussion on this one.
11	4	T
12	4	F
13	2	T
14	3	T
15	4	T

NAME:________________________

UNIT 5
"Why Violence"
Pre-Post Test

Directions: Complete these sentences.

1. Violence is defined as____

____

2. Violence is caused by____

____

3. Some possible ways to avoid violence are:______________________

____

4. List some things that make you think of violence. ______________

5. Check the places where you think you could see violence.

_____ in homes

_____ on TV

_____ in newspapers

_____ in streets

_____ in movies

_____ at school

_____ in magazines

_____ in comics

_____ in war

6. Name some instances of violence in American History.

7. Name some uses of violence.

Circle "T" if you think the statement is true. Circle "F" if you think the statement is false.

T F 8. Some people are violent because they are frustrated.

T F 9. Violence hurts only those involved.

T F 10. Violence is a way of communicating.

T F 11. Violence can bring attention to a needed change.

T F 12. Violence never has positive outcomes.

T F 13. Some violence seems to be accepted by Americans.

T F 14. Feelings of insecurity may cause violence.

T F 15. If people would think about the effects of their behavior some violence could be avoided.

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DEALING WITH AGGRESSIVE BEHAVIOR

TEACHER'S MANUAL

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CG 007 002

A CURRICULUM
FOR MIDDLE SCHOOL
AND JUNIOR HIGH

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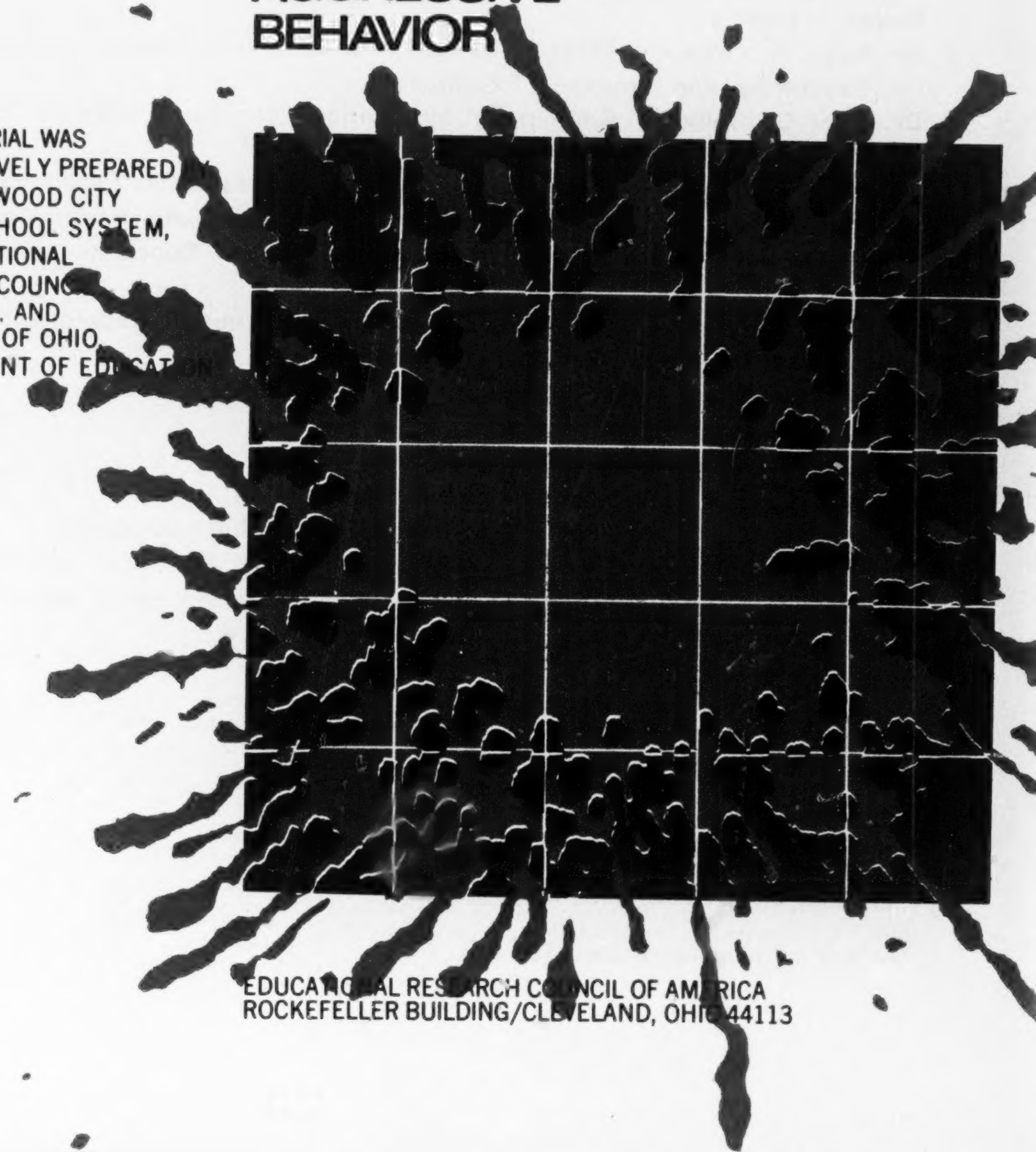

EDUCATIONAL RESEARCH COUNCIL OF AMERICA
ROCKEFELLER BUILDING/CLEVELAND, OHIO 44113

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The Project Writers of Th

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erformed.

The Project Writers of The Lakewood City Schools

PREFACE

The 107th General Assembly of the State of Ohio in its regular 1967-1968 ses
in the area of health and family living, difficulties with sexual adjustment
drug abuse, and the use of violence represent the foremost problems of youth
House Resolution 78 which urged that "the children of this state be taught c
and family living from the kindergarten level through high school."

In mid-1968, Superintendent Martin Essex of the Ohio Department of Education
Educational Research Council of America, Cleveland, Ohio, to assess the need
as they relate to these social issues. The Family Life Education Survey was
ducted in the fall of 1968.*

A representative sample of school systems was surveyed to determine to what
are providing opportunities for youth to acquire knowledge, skills, attitude
patterns needed for constructive living. Analysis of the data indicated tha
to help young people acquire an understanding of (1) the complexity of human
motivations that may underlie various forms of abuse behavior, and (3) how to
frustrations constructively. In addition, such topics as handling aggressiv
ively, confrontation, vandalism, protest, and violence were not a part of the
offerings of Ohio schools.

On the basis of the survey findings, a Family Life Education Curriculum Proj
develop curriculum materials to meet these needs. School districts in four
ESEA Title III Grants to develop programs dealing with problems of modern yo
Dayton and Lima's area concerned drug, alcohol, and tobacco education, Westl
education in human sexuality, and the Lakewood area was the constructive cont
behavior.

Each project had as its purpose the development of curriculum materials whic
important aspects of human motivations underlying the behavior under conside
of frustrations and procedures for resolving them constructively, and the pro
decisions in terms of effects of various courses of action on human developm

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*Modern Teenage Problems: Report of Family Life Education Survey. Ohio Depa
Division of Research Planning and Development, 781 Northwest Boulevard, Colu
1969.

PREFACE

Assembly of the State of Ohio in its regular 1967-1968 session recognized that
alth and family living, difficulties with sexual adjustment, alcohol, tobacco,
e use of violence represent the foremost problems of youth today. It adopted
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sample of school systems was surveyed to determine to what extent Ohio schools
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ple acquire an understanding of (1) the complexity of human behavior, (2) the
may underlie various forms of abuse behavior, and (3) how to resolve daily
tructively. In addition, such topics as handling aggressive feelings construct-
ion, vandalism, protest, and violence were not a part of the current curricular
schools.

he survey findings, a Family Life Education Curriculum Project was proposed to
n materials to meet these needs. School districts in four Ohio cities received
ants to develop programs dealing with problems of modern youth in three areas.
area concerned drug, alcohol, and tobacco education, Westlake's area was
n sexuality, and the Lakewood area was the constructive control of aggressive

s its purpose the development of curriculum materials which would include the
of human motivations underlying the behavior under consideration, the nature
d procedures for resolving them constructively, and the process of making
of effects of various courses of action on human development.

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roblems: Report of Family Life Education Survey. Ohio Department of Education,
rch Planning and Development, 781 Northwest Boulevard, Columbus, Ohio 43212,

The four school districts contracted with the Educational Research Council
in the development of the curricula. Fourteen teachers in four writing te
involved. Staff from the Council (1) reviewed with them the results of the
tion Survey, (2) trained them in the causal approach to human behavior, (3)
of research findings, (4) guided and directed them in writing the teaching
with evaluation, (6) arranged for outside consultants, and (7) worked very
ject teachers during the 1969-1970 school year.

The director of the total project was Dr. Ralph H. Ojemann, a world renowne
ogist who was a pioneer in teaching the causal approach to behavior at the
As the Director of the Child and Educational Psychology and Preventive Psyc
Council, he has been responsible for the development of a program in the te
behavior.

Some of the initial curriculum materials developed were field-tested in 196
mately 70 seventh and eighth grade students in the three Lakewood middle sc
revision that included a marked change of format in the teacher manual, the
tested in the Lakewood middle schools during the first semester of 1970-71.
ipated in this second testing of the curriculum, which included 300 sixth,
grade students. After this testing the present curriculum was written base
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re-post test results, and suggestions for revisions from various consultants.

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INTRODUCTION TO THE PROGRAM

Basic Approach to the Developmental Program in the Constructive Control of Ag

This manual contains a Developmental Program in the Constructive Control of A Aggressive behavior can be defined in two quite different ways. In one sense positive, forceful energy or initiative that individuals use in striving for a ally consider this a healthy and constructive form of aggressiveness. In anot sive behavior is defined as being synonomous with aggression and as meaning be harm to people or objects. The different ways of defining aggressive behavior the students immediately in Unit 1. Other than at that time, whenever the exp sive behavior" is used in the materials, it is intended to mean behavior which people or objects.

The program recognizes that aggression, vandalism, protest, and violence are a ior. These behaviors do not just happen. They are the result of underlying c reason, an important part of the program deals with behavior--what is known ab aggressive behavior, the forms it may take, sources of frustrations, ways comm come them, and the causes and consequences of aggressive behavior that lead to violence.

Some people tend to think that when a person engages in vandalism or violence he does not know the law. They assume that teaching him about the law will ca his behavior. In many instances, a person who knows the law suffers from some frustration for which he sees no other solution than to break the law. Thus, ledge of the law is overshadowed by stronger motivations.

The point is that overt behavior is a symptom. There are factors that produce tors can vary considerably, and the same behavior may be produced by a variety want to understand behavior, we have to recognize this complexity and turn our factors that produced the behavior, how it developed, and what it meant to the stand behavior, one has to ask at least two questions: What problem is the in solve? Why does he go about it in this particular manner?

This way of looking at behavior and studying it is different from the way many behavior. Therefore it is important that any teacher who is planning to use t program examine his own approach to understanding human behavior.

INTRODUCTION TO THE PROGRAM

the Developmental Program in the Constructive Control of Aggressive Behavior

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ore it is important that any teacher who is planning to use this developmental
is own approach to understanding human behavior.

Understanding Human Behavior

Behavior may be thought of as the result of the interaction of motivatin skills, and other psychological and physiological resources that the ind particular time. Stated another way, the individual has some basic feel out, and he uses whatever ideas, skills, and strengths he has available satisfying his "needs."

In brief, this process of meeting personality demands may be viewed as f

1. Every person is faced with such needs as:
    a. Achieving a measure of self-respect (being a person in one's own recognized as a significant person)
    b. Achieving a measure of emotional security (feeling that he has c protection from the things he thinks may hurt him)
    c. Dealing with sex feelings
    d. Dealing with the demands for activity and rest
    e. Satisfying hunger for food

2. In attempting to satisfy these needs, the individual devises or adop ever ideas, skills, attitudes, and/or other resources he has availab there are some activities he can perform more skillfully than others using a method that looks good to him and adopt it, or he may learn through listening or reading.

3. If the individual finds a given method helpful, he tends to continue give more emphasis to short-term effects and less to long-term conse been taught effectively and has had experiences which help him becom consequences.

4. The person may meet some barriers in trying to satisfy his needs. H achieving the respect of the peer group or feeling that he "amounts may underestimate his ability. He may feel he is being pushed aroun to do the things he wants to do. He may have some worries. He may at home.

Human Behavior

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ing to satisfy these needs, the individual devises or adopts methods, using what-, skills, attitudes, and/or other resources he has available. He may find that some activities he can perform more skillfully than others. He may see someone thod that looks good to him and adopt it, or he may learn about some methods stening or reading.

ividual finds a given method helpful, he tends to continue it. Usually he will emphasis to short-term effects and less to long-term consequences, unless he has t effectively and has had experiences which help him become aware of more remote es.

may meet some barriers in trying to satisfy his needs. He may have difficulty the respect of the peer group or feeling that he "amounts to something." People stimate his ability. He may feel he is being pushed around. He may not be able things he wants to do. He may have some worries. He may feel he is not respected

5. When a person meets a barrier which he cannot easily overcome, he feels bl
trated. This is an unpleasant feeling, and he tries to resolve the frustr
whatever ideas, skills, attitudes, and other resources he has available.

6. If the individual does not know how to resolve the frustration in a constr
able way, he may use temporary and usually ineffective methods to relieve
These methods might include the use of aggression, drugs, sexual exploitat
temporary devices. When he finds one method does not work, he may try anc

7. Promoting the growth of constructive behavior requires that a person learn
human motivations underlying behavior. He needs to understand the nature
and the differences between constructive and nonconstructive methods of re
must also learn the difference between short- and long-range consequences
structive methods of finding satisfactions for his needs. There is eviden
from an understanding parent or teacher, the youngster who learns about th
trations and how they can be worked out constructively can use this knowle
living.

The Nature of Aggressive Behavior and Society

This developmental program also recognizes that there are sanctioned and unsan
aggressive behavior. For example, policemen are sometimes forced to use aggre
order to subdue and arrest a dangerous criminal. Yet if the suspected crimin
policeman who is trying to arrest him, he may be punished for his use of aggre
If someone tries to rob you while you are out walking, you may resort to aggre
protect yourself. But if you were to use this same kind of aggressive behavi
neighbor, you might be in serious trouble.

This program also recognizes that we are living in an aggressive society. Pe
express their aggressive feelings in both language and deed. It is not uncomm
who is angry to say, "I'll kill you." Seldom a day goes by that radio, TV, o
not report one or more incidents of aggressive behavior. Some people think th
itself is committing acts of aggression because of its involvement in war. Th
quency of acts of aggression is causing people to become more and more callous
unless the acts directly involve them.

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ons underlying behavior. He needs to understand the nature of frustrations
ences between constructive and nonconstructive methods of resolving them. He
n the difference between short- and long-range consequences as well as con-
ods of finding satisfactions for his needs. There is evidence that, with help
tanding parent or teacher, the youngster who learns about the nature of frus-
ow they can be worked out constructively can use this knowledge in his daily

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program also recognizes that there are sanctioned and unsanctioned uses of
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more incidents of aggressive behavior. Some people think that the government
ng acts of aggression because of its involvement in war. The increasing fre-
aggression is causing people to become more and more callous and indifferent
rectly involve them.

Recent studies have shown that a steady diet of TV with its accompanying
to desensitize the young to aggressive behavior. Thus, the question is
a generation of desensitized human beings?" Movies now seem to depict mo
and aggression than they did a few years ago. The spread of protest demo
and high school groups is all too well known. These demonstrations are s
destruction, violence and devastating consequences. It appears that peop
believe that there is only one way to solve their problems, namely, by us
sive behavior.

The Developmental Program in the Constructive Control of Aggressive Behav
dent to analyze the underlying causes of the different forms of aggressive
their consequences, and think of viable alternatives. There are alternat
havior, and the student learns to consider them. He is then encouraged t
daily living when he feels frustrated or inclined to behave aggressively.

The world today is different from the world of 100 years ago--or 50 years
sequence of this changing world is emerging awareness that the behavior p
are acceptable in one group are not always acceptable in another. Aggress
ing may be acceptable for an innercity youngster but generally considered
youngster from a wealthy family. Gang fights, which are permissible in s
may be undesirable in others.

The concern in this program is to present a method whereby both the teache
examine behavior by looking at the underlying causes and the effects of th
of basic psychological principles. Great differences in acceptable behav
different cultural groups, and the problems multiply greatly in the area

Unless we discuss actions in reference to causes, each person tends to ans
tions solely from the standpoint of his own cultural ethic. If a teacher'
flict with the child's cultural experience, the child is likely to turn of
teacher and give little credence to what he says from then on. Although t
to some, research indicates that this is exactly what happens. It is as i
ure had been caught in a lie. We may know that no "untruth" was spoken
"truth" of one sub-culture is not necessarily the "truth" of another. An
sion of behavior cannot be based solely on one's biases.

have shown that a steady diet of TV with its accompanying scenes of violence tends
the young to aggressive behavior. Thus, the question is asked, "Are we raising
f desensitized human beings?" Movies now seem to depict more scenes of violence
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l groups is all too well known. These demonstrations are sometimes accompanied by
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aught in a lie. We may know that no "untruth" was spoken or intended, but the
sub-culture is not necessarily the "truth" of another. An intelligent discus-
or cannot be based solely on one's biases.

Purpose of the Developmental Program in the Constructive Control of Aggressiv

The purpose of this program is to develop in students an understanding of agg and the knowledge, attitudes, and behaviors essential for constructively cont line with this, the overall goals of the curriculum materials contained in th

1. To assist students in understanding the human motivations underlying beha cially those which cause people to behave aggressively
2. To help students realize the nature of frustrations, the sources of frust constructive methods for resolving them
3. To help students understand that there are many alternative ways of respo particular situation
4. To provide students with some guidelines for determining which behaviors and which are not
5. To assist students to learn to make decisions in terms of the effects of of action on both themselves and others
6. To help students understand the nature of aggressive behavior and the for
7. To help students become more aware of the effects and alternative actions them when they feel like harming others or destroying property
8. To help students learn to apply their knowledge about behavior and constr for resolving problems in their everyday living

When the student has completed this program, he will know more about human beh sion and constructive methods for meeting his daily needs for security, adequa respect. He will better be able to make appropriate choices for resolving fr tions and acting out his aggressive feelings.

velopmental Program in the Constructive Control of Aggressive Behavior

is program is to develop in students an understanding of aggressive behavior, , attitudes, and behaviors essential for constructively controlling it. In he overall goals of the curriculum materials contained in this manual are:

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nts understand that there are many alternative ways of responding in a tuation

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has completed this program, he will know more about human behavior and aggrestive methods for meeting his daily needs for security, adequacy, and self- better be able to make appropriate choices for resolving frustrating situaout his aggressive feelings.

Maintaining the Student's Emotional Security, Self-Confidence, and Feeling

In order for an individual to learn, his emotional security, self-confidence
sonal worth must be maintained. Procedures that tend to undermine security
domination by the teacher, teacher-pupil relationships which are of the "ca
and underestimating the student's capability. Other ineffective actions ar
pupil, making all decisions for him even though he could participate effect
making, and using material that is either too easy or too difficult. Still
undermine a student's security and self-respect are lack of understanding o
to appreciate the difficulties he may be facing, and failure to make the co
him.

Feelings of insecurity and/or inadequacy may arise when a student realizes
methods of meeting his needs are immature and should be changed. For examp
acts out his frustrations by using temper tantrums. Through his study of b
to realize that a tantrum is essentially a childish way of attempting to de
and does not really help to solve his problems. Though he may feel better
ficulty still remains. Realization of the discrepancy between what he is
behavior could be very disquieting.

The student may not want to continue his previous behavior, but the motivat
which he was trying to satisfy is still present. Thus he would have to fin
way of satisfying that motivating force or need.

The Importance of Practicing the Causal Approach in Daily Interactions in t

The curriculum materials in this program distinguish between a causal and s
behavior. A causal approach is concerned with how the behavior developed,
able alternative actions for resolving a situation, and short- and long-ran
those alternatives. A surface approach deals with only the outward form of
attitudes of people toward it. Such an approach may label or name the beha
look at causes behind the behavior.

The teacher's daily behavior toward his students is an important factor in
to understand behavior. Students learn from observing how the teacher hand
they arise. To effectively teach about aggressive behavior, the teacher mu
to understand the background of any behavior before dealing with it.

Student's Emotional Security, Self-Confidence, and Feeling of Personal Worth

individual to learn, his emotional security, self-confidence and feeling of per-
t be maintained. Procedures that tend to undermine security and self-respect are
he teacher, teacher-pupil relationships which are of the "catcher-culprit" type,
ting the student's capability. Other ineffective actions are talking down to the
ll decisions for him even though he could participate effectively in the decision-
ng material that is either too easy or too difficult. Still other elements that
dent's security and self-respect are lack of understanding of the student, failure
he difficulties he may be facing, and failure to make the content significant to

ecurity and/or inadequacy may arise when a student realizes that his customary
ing his needs are immature and should be changed. For example, suppose a pupil
ustrations by using temper tantrums. Through his study of behavior he may begin
a tantrum is essentially a childish way of attempting to deal with difficulties
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not want to continue his previous behavior, but the motivating force or need
ying to satisfy is still present. Thus he would have to find a more appropriate
ng that motivating force or need.

of Practicing the Causal Approach in Daily Interactions in the Classroom

naterials in this program distinguish between a causal and surface approach to
usal approach is concerned with how the behavior developed, sensitivity to avail-
e actions for resolving a situation, and short- and long-range consequences of
ves. A surface approach deals with only the outward form of behavior and/or the
ople toward it. Such an approach may label or name the behavior, but it does not
behind the behavior.

aily behavior toward his students is an important factor in helping students learn
ehavior. Students learn from observing how the teacher handles the situations as
effectively teach about aggressive behavior, the teacher must show that he tries
he background of any behavior before dealing with it.

The class discussion should recognize the importance of understanding the caus discourage the use of arbitrary, judgmental approaches. Similarly, when deali in the classroom, in the hallways, on the playground, or elsewhere, the teache dence that he tries to use the causal approach before suggesting what is to be

"CHILDREN LEARN WHAT THEY LIVE"

If a child lives with criticism,
he learns to condemn.

If a child lives with hostility,
he learns to fight.

If a child lives with fear,
he learns to be apprehensive.

If a child lives with pity,
he learns to feel sorry for himself.

If a child lives with jealousy,
he learns to feel guilty.

If a child lives with encouragement,
he learns to be confident.

If a child lives with tolerance,
he learns to be patient.

If a child lives with prai
he learns to be apprecia

If a child lives with acce
he learns to love.

If a child lives with appr
he learns to like himsel

If a child lives with reco
he learns to have a goal

If a child lives with fair
he learns what justice i

If a child lives with hone
he learns what truth is.

If a child lives with secu
he learns to have faith

If a child lives with frie
he learns that the world
place in which to live.

Author unknown

If a child lives with the causal approach, he learns to understand himself as ion should recognize the importance of understanding the causes of behavior and e of arbitrary, judgmental approaches. Similarly, when dealing with disputes in the hallways, on the playground, or elsewhere, the teacher must show evi-es to use the causal approach before suggesting what is to be done.

"CHILDREN LEARN WHAT THEY LIVE"

ild lives with criticism,
rns to condemn.

ild lives with hostility,
rns to fight.

ild lives with fear,
rns to be apprehensive.

ild lives with pity,
rns to feel sorry for himself.

ild lives with jealousy,
rns to feel guilty.

ild lives with encouragement,
rns to be confident.

ild lives with tolerance,
rns to be patient.

If a child lives with praise,
he learns to be appreciative.

If a child lives with acceptance,
he learns to love.

If a child lives with approval,
he learns to like himself.

If a child lives with recognition,
he learns to have a goal.

If a child lives with fairness,
he learns what justice is.

If a child lives with honesty,
he learns what truth is.

If a child lives with security,
he learns to have faith in himself.

If a child lives with friendliness,
he learns that the world is a nice
place in which to live.

Author unknown

ith the causal approach, he learns to understand himself as well as others.

GENERAL SUGGESTIONS FOR TEACHING THE UNITS

Content and Format of the Teachers' Manual

The development of ideas regarding format and content items for the teach
considerably by the expertise and suggestions of various outside consulta
made a concerted effort to develop a model teachers' manual which would i
to be most helpful and useful for teachers.

Each unit in the manual contains a Rationale, Objectives for the Learner,
the Enrichment of the Unit, a list of Supplementary Readings, Pre-Post Te
with Objectives and Learning Activities.

Sequence of the Units

Unit 1, "A Profile of Behavior and Aggression," provides background that
in the subsequent units. It is highly recommended that at least some of
in Unit 1 be experienced by students prior to involvement in any of the u

The units will be most effective if they are taught in the order they app
ever, teachers should feel free to use individual units if they are unabl
have a special interest in a particular unit.

Rationale

Each unit in the manual and in the Student Book begins with a Rationale.
Student Book is called "Why?". The Rationale gives the purpose for devel
the importance and relevance of the topic, and the goals to be attained.

Objectives for the Learner

Objectives describe what the learner, hopefully, will be able to do, show,
he has completed the unit. They are behavioral goals for proposed change
changes in the learner may involve knowledge and behavior, or the develop
attitude, or emotional pattern.

GENERAL SUGGESTIONS FOR TEACHING THE UNITS

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of the Unit, a list of Supplementary Readings, Pre-Post Tests, and Content Pages
s and Learning Activities.

e Units

file of Behavior and Aggression," provides background that is extremely significant
ent units. It is highly recommended that at least some of the learning activities
xperienced by students prior to involvement in any of the units that follow.

be most effective if they are taught in the order they appear in the manual. How-
should feel free to use individual units if they are unable to use all of them or
interest in a particular unit.

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s called "Why?". The Rationale gives the purpose for developing a particular unit,
and relevance of the topic, and the goals to be attained.

the Learner

cribe what the learner, hopefully, will be able to do, show, or demonstrate when
ed the unit. They are behavioral goals for proposed changes in the learner. The
learner may involve knowledge and behavior, or the development of a method, skill,
motional pattern.

The Objectives for the Learner, rephrased in the Student Book to make them mor may be approached in several ways. They can be used without further modificat serve to set up some objectives to which the teacher, the students, or both ad which are deemed important. Or they can be totally disregarded if the student to develop all of their own objectives for the units.

Class discussion of the Objectives for the Learner will enable the teacher to completeness and detect the extent to which the pupils consider each objective If the discussion brings out some objectives not included in the list and they they should be added to the list. Such a procedure will make the list of objec

When approaching objectives through making a list of goals with the class, the by asking the pupils to name some of the significant aspects they wish to stud under consideration. It is possible that in the area of aggressive behavior, dalism, protest, and violence, class members have had recent experiences that them to make valuable contributions to the discussion of class goals.

All of the students' ideas and suggestions can be recorded on the chalkboard o parency, with the teacher assisting the class in stating their ideas in the fo objectives. As the discussion proceeds, the teacher, by virtue of his knowledg of the objectives that have been developed, can be alert to aspects of the top brought up by the class. He can introduce these by asking, "How about thus an ies of the problem have suggested thus and so," and "What should we do with th

After the list of objectives has been developed in this manner, they can be ex everyone feels that they are significant and relevant. The teacher can use th guide in assembling the ideas expressed by the class and putting them in meani

If the objectives established under this approach do not seem to coincide with tives, only those activities presented in the manual which are relevant should tional student-teacher planned learning activities can be devised to meet the

Teaching Materials for the Enrichment of the Unit

Audio-visual aids and other types of supplementary materials suggested for eac valuable learning experiences. The information on Teaching Materials in each about where the items can be purchased. By checking film catalogues from the

r the Learner, rephrased in the Student Book to make them more understandable,
in several ways. They can be used without further modification. They can
ome objectives to which the teacher, the students, or both add other objectives
important. Or they can be totally disregarded if the students and teacher want
their own objectives for the units.

of the Objectives for the Learner will enable the teacher to check the list for
detect the extent to which the pupils consider each objective relevant to them.
brings out some objectives not included in the list and they appear relevant,
ded to the list. Such a procedure will make the list of objectives more complete.

objectives through making a list of goals with the class, the teacher can begin
ils to name some of the significant aspects they wish to study about the topic
on. It is possible that in the area of aggressive behavior, confrontation, van-
and violence, class members have had recent experiences that would enable
able contributions to the discussion of class goals.

ts' ideas and suggestions can be recorded on the chalkboard or an overhead trans-
teacher assisting the class in stating their ideas in the form of meaningful
e discussion proceeds, the teacher, by virtue of his knowledge and understanding
that have been developed, can be alert to aspects of the topic that are not
class. He can introduce these by asking, "How about thus and so?", "Some stud-
n have suggested thus and so," and "What should we do with those findings?"

objectives has been developed in this manner, they can be examined to see if
at they are significant and relevant. The teacher can use the objectives as a
ng the ideas expressed by the class and putting them in meaningful form.

established under this approach do not seem to coincide with the printed objec-
activities presented in the manual which are relevant should be used. Addi-
acher planned learning activities can be devised to meet the new objectives.

s for the Enrichment of the Unit

and other types of supplementary materials suggested for each unit will afford
experiences. The information on Teaching Materials in each unit gives details
tems can be purchased. By checking film catalogues from the State Department

of Education, area universities, rental agencies, and public libraries,
mine the availability and rental fee for suggested films.

Other suitable materials will come to the teacher's attention. New items
carefully before they are used. Some of the materials currently dealing
frontation, vandalism, protest, and violence are heavily weighted in ter
with symptoms instead of underlying causes. Much emphasis is placed on
and the use of force to control it. The objectives of this program are
develop his ability to think of causes for behavior, what the behavior ma
ual, and possible alternatives to nonconstructive behavior.

Supplementary Readings

Valuable background for teaching the units can be gained from the materi
Supplementary Readings section of each unit.

Pre-Post Test

The amount of experience the students in a given school or class have ha
dalism, protest, and violence will vary greatly from community to communi
hostility which may lead to fighting and other forms of aggression is li
to class. Not only are there great differences among classes, but there
ences among the individuals in a class with respect to the frustrations
iness to resort to aggression in resolving them.

Effective teaching begins with the present level of development of the pu
knows, what he feels, what he thinks, what his ambitions and goals are.
forms, and any form which can help the teacher to obtain a reasonably reli
students think and feel may be used.

The purpose of the suggested pre-tests is to help the teacher and the stu
already known about the subject of the unit, and what the students' atti
material under consideration.

In the past, pre-tests have tended to neglect the learner's attitudes an
importance of the learning to be undertaken. If the pre-test shows that
feel that what he is doing is important to him, learning experiences will

area universities, rental agencies, and public libraries, the teacher can deter-
lability and rental fee for suggested films.

e materials will come to the teacher's attention. New items should be examined
ore they are used. Some of the materials currently dealing with aggression, con-
andalism, protest, and violence are heavily weighted in terms of trying to deal
instead of underlying causes. Much emphasis is placed on the extent of violence
f force to control it. The objectives of this program are to help the student
bility to think of causes for behavior, what the behavior may mean to the individ-
ible alternatives to nonconstructive behavior.

Readings

ground for teaching the units can be gained from the materials listed in the
Readings section of each unit.

experience the students in a given school or class have had with aggression, van-
st, and violence will vary greatly from community to community. The amount of
ch may lead to fighting and other forms of aggression is likely to vary from class
t only are there great differences among classes, but there are often great differ-
he individuals in a class with respect to the frustrations they feel and their read-
rt to aggression in resolving them.

ching begins with the present level of development of the pupil--what he already
e feels, what he thinks, what his ambitions and goals are. Pre-tests may take many
form which can help the teacher to obtain a reasonably reliable indication of what
k and feel may be used.

f the suggested pre-tests is to help the teacher and the students find out what is
about the subject of the unit, and what the students' attitudes are toward the
r consideration.

pre-tests have tended to neglect the learner's attitudes and his feelings about the
the learning to be undertaken. If the pre-test shows that the student does not
t he is doing is important to him, learning experiences will be needed to develop

its significance. If the pre-tests show that the learner lacks knowledge, lear
will be needed to provide information.

The teacher should not inform the students of any content or materials from a u
administering the pre-test. This procedure insures measurement of only that kno
attitudes which the students bring to the unit of study. The answers they giv
questions should not be discussed with the students if the same questions are t
a post-test.

Methods other than pencil-paper tests to determine student growth and attitude
during, and after the unit are: (1) student participation in class and small-g
(2) development of skills in decision making, (3) ability of the student to thi
about social issues, (4) tolerance and openmindedness concerning other class me
control in conflict situations, and (6) ability to gather facts; to distinguish
myth, and stereotype; and to reach logical conclusions.

Content Pages with Objectives and Learning Activities

The Content Pages have three columns listing (1) Activity, (2) Content, and (3)
to carry out the learning experiences leading to fulfillment of the objective l
of the page. At the end of each objective there is a Check Point, which is mer
the teacher may pause and attempt to determine whether the particular objective

To provide flexibility with the learning experiences, the teacher should inform
variety of activities suggested for a particular objective. Other activities
the teacher and the class work together selecting learning experiences that bes
of the students. It is important that the teacher and the class note the mater
required for a unit and assemble them well in advance of the study of the unit.

All students do not need to do all the activities, nor the same activity at the
variety of activities and the limitation of time make this virtually impossible
ticular objective, there may be several activities that will not be used.

The teacher should feel free to develop additional current and timely learning
Adolescents are living in the here and now, so it is imperative to latch onto t
moments."

. If the pre-tests show that the learner lacks knowledge, learning experiences
› provide information.

ld not inform the students of any content or materials from a unit prior to
e pre-test. This procedure insures measurement of only that knowledge and those
the students bring to the unit of study. The answers they give to pre-test
not be discussed with the students if the same questions are to be included in

an pencil-paper tests to determine student growth and attitude change before,
r the unit are: (1) student participation in class and small-group activities,
of skills in decision making, (3) ability of the student to think critically
ues, (4) tolerance and openmindedness concerning other class members, (5) self-
ict situations, and (6) ability to gather facts; to distinguish between fact,
type; and to reach logical conclusions.

th Objectives and Learning Activities

s have three columns listing (1) Activity, (2) Content, and (3) Materials needed
learning experiences leading to fulfillment of the objective listed at the top
the end of each objective there is a Check Point, which is merely a time when
pause and attempt to determine whether the particular objective is being attained.

bility with the learning experiences, the teacher should inform the class of the
ities suggested for a particular objective. Other activities can be added as
the class work together selecting learning experiences that best fit the needs
It is important that the teacher and the class note the materials that are
nit and assemble them well in advance of the study of the unit.

not need to do all the activities, nor the same activity at the same time. The
ities and the limitation of time make this virtually impossible. Under a par-
e, there may be several activities that will not be used.

ld feel free to develop additional current and timely learning experiences.
living in the here and now, so it is imperative to latch onto the "teachable

Class Size

Classroom tryout of the materials has indicated that an ideal class size is dents. However, with judicious planning and selection of activities, the a in the program can be effectively used with larger classes.

Teaching Time for the Units

To be done effectively, Unit 1, "A Profile of Behavior and Aggression," req class periods of 45 minutes each. The other units can be covered in eight of 45 minutes. More or less time might be spent on any of the units, depen study in a particular unit, limitations of time, the feeling about attainme objectives, the significance of particular objectives to the teacher, and/o student interest in the topic.

Classroom Environment

Developing a classroom environment that is conducive to problem solving can the teaching of the program. Such things as the moving of chairs in a larg groups, a bulletin board or table of materials that apply to the topic, and ties taking place at the same time can contribute to a problem-solving appr

Initially in the program, a teacher may sense that a particular class may n tion effectively with the above-mentioned techniques. If that is the case, a more traditional approach be used in teaching the materials, and as the u of the small-group and individual projects can be introduced gradually.

Student Book

Exercises in the Student Book should be considered as but one way of helpin the concepts in the program. The teacher may find that some of the exerci appropriate for the entire class. In some cases, individual classes or par best achieve an objective by doing an exercise in the book, while other cla may best meet the same objective through another activity. The final pages be used for recording definitions of terms introduced in the unit.

ut of the materials has indicated that an ideal class size is from 15 to 20 stu-
r, with judicious planning and selection of activities, the approaches suggested
can be effectively used with larger classes.

for the Units

ectively, Unit 1, "A Profile of Behavior and Aggression," requires from 15 to 20
of 45 minutes each. The other units can be covered in eight to ten class periods
More or less time might be spent on any of the units, depending on the depth of
ticular unit, limitations of time, the feeling about attainment of particular
e significance of particular objectives to the teacher, and/or the students, and
st in the topic.

ronment

lassroom environment that is conducive to problem solving can be significant in
f the program. Such things as the moving of chairs in a large circle or small
etin board or table of materials that apply to the topic, and two or three activi-
ace at the same time can contribute to a problem-solving approach.

he program, a teacher may sense that a particular class may not be able to func-
ly with the above-mentioned techniques. If that is the case, it is suggested that
onal approach be used in teaching the materials, and as the unit progresses, some
roup and individual projects can be introduced gradually.

he Student Book should be considered as but one way of helping students understand
n the program. The teacher may find that some of the exercises in the book are
the entire class. In some cases, individual classes or particular students may
n objective by doing an exercise in the book, while other classes or individuals
the same objective through another activity. The final pages in the book are to
cording definitions of terms introduced in the unit.

If students are not to write in the book, individual notebooks or manila fold
can be used by the students to keep their materials together.

Appropriateness of Program for All Students

The program is *not* to be construed as only for students who might be thought
sive or behavior problems in a school setting. It is felt that *all* students
the learning experiences in the units, which provide a basis for understandin
general and concepts of aggressive behavior in particular.

Level of Instructional Materials

The instructional materials in the units are most appropriate for seventh- ar
students in either a junior high school or a middle school. The teacher may
of the materials with particular sixth-grade classes who can comprehend the v
concepts.

not to write in the book, individual notebooks or manila folders kept in the room he students to keep their materials together.

of Program for All Students

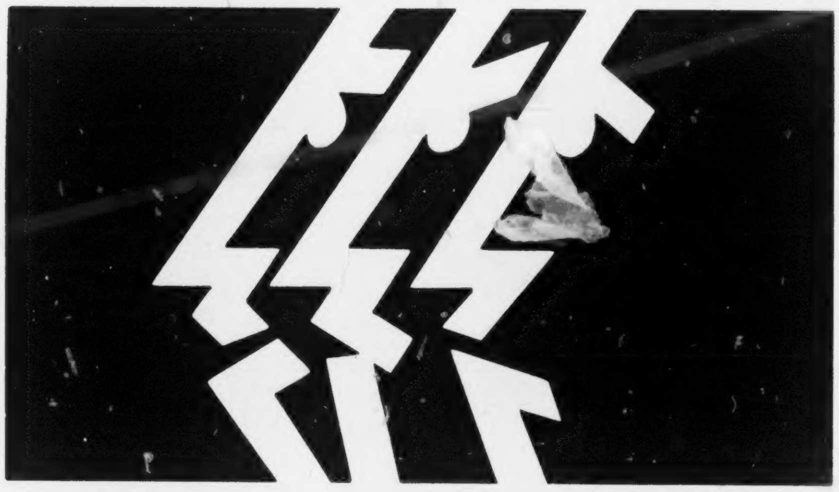
ot to be construed as only for students who might be thought of as being aggres- problems in a school setting. It is felt that *all* students can benefit from eriences in the units, which provide a basis for understanding human behavior in epts of aggressive behavior in particular.

tional Materials

l materials in the units are most appropriate for seventh- and eighth-grade er a junior high school or a middle school. The teacher may choose to use some with particular sixth-grade classes who can comprehend the vocabulary and the

UNIT I
A PROFILE OF BEHAVIOR
AND
AGGRESSION

Behavior



RATIONALE

When people are frustrated in attempting to meet a need or in some way are un situation, their behavior may become aggressive. The news media continually adults and adolescents who use aggression to resolve problems. For them, str one or something seems to be the only answer.

Increased concern for the aggression of adolescents is evidenced by newspaper al studies undertaken to determine the causes of such behavior. For example, Senate Juvenile Delinquency Subcommittee studied the extent of violence in sc country. Results of the study were used in Senate hearings that began in Apr

Nearly every day, adolescents become involved in encounters with others that ings of aggression. The effects of the methods used by adolescents in dealin tions are crucial at that moment, and may also have long-term effects as they hood.

"A Profile of Behavior and Aggression" deals with behavior in general and for Aggression is defined in these units as BEHAVIOR AIMED AT THE INJURY OF SOME BEHAVIOR WHICH WOULD AFFECT ANOTHER PERSON IN A HARMFUL MANNER. It can range verbal insult to the ultimate act of aggression, killing a fellow human being

Experiences in the unit will give the students the opportunity to gain insigh and consequences of their own behavior and the behavior of others when feelin develop. The students are challenged to face and discuss freely the common needs, frustrations, and aggressive feelings. The unit is designed to assist wise choices, developing skills in critical thinking, and acting responsibly behavior.

Remind the students at appropriate times of the two vital questions to a to understand behavior. They are also listed at the bottom of the Ratio their booklets:

1. What feeling or "need" was the person trying to work ou
2. Why did he go at it that way?

RATIONALE

ustrated in attempting to meet a need or in some way are unable to handle a ehavior may become aggressive. The news media continually relate incidents of ents who use aggression to resolve problems. For them, striking out at some- eems to be the only answer.

for the aggression of adolescents is evidenced by newspaper reports and nation- ken to determine the causes of such behavior. For example, the staff of the linquency Subcommittee studied the extent of violence in schools across the of the study were used in Senate hearings that began in April, 1970.

adolescents become involved in encounters with others that can generate feel- . The effects of the methods used by adolescents in dealing with these situa- at that moment, and may also have long-term effects as they mature into adult-

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unit will give the students the opportunity to gain insight into the causes f their own behavior and the behavior of others when feelings of aggression dents are challenged to face and discuss freely the common human problems of s, and aggressive feelings. The unit is designed to assist them in making loping skills in critical thinking, and acting responsibly when dealing with

udents at appropriate times of the two vital questions to ask in trying behavior. They are also listed at the bottom of the Rationale page of s:

1. What feeling or "need" was the person trying to work out?
2. Why did he go at it that way?

OBJECTIVES FOR THE LEARNER

After completing this unit, the student will show his understanding of "A
and Aggression" by his ability to:

1. Give examples of different forms of aggressive behavior people use in
   resolve problems
2. Identify human needs and various methods used to satisfy these needs
3. Compare and contrast the causal and the surface approach to behavior b
   tions involving himself and others
4. Identify various methods and behaviors people use when attempting to s
   situations
5. Describe the process by which a frustrating situation may lead to aggr
6. Apply his knowledge of behavior to daily living by considering various
   their short- and long-term effects in constructively resolving frustra

OBJECTIVES FOR THE LEARNER (from the Student Book)

1. Name different aggressive behaviors that people use to work out proble
2. Identify human needs and ways people satisfy them
3. Explain the difference between the causal approach and the surface app
   ing some behaviors
4. Identify different ways people act when they are frustrated
5. Describe how a frustrating situation may lead to aggression
6. Discuss various ways for solving frustrating situations and their shor
   effects

Further objectives developed by the class:

7.

8.

9.

10.

R THE LEARNER

ing this unit, the student will show his understanding of "A Profile of Behavior
n" by his ability to:

oles of different forms of aggressive behavior people use in attempting to
roblems
human needs and various methods used to satisfy these needs
nd contrast the causal and the surface approach to behavior by analyzing situa-
olving himself and others
various methods and behaviors people use when attempting to solve frustrating
s
the process by which a frustrating situation may lead to aggression
knowledge of behavior to daily living by considering various alternatives and
rt- and long-term effects in constructively resolving frustrating situations

R THE LEARNER (from the Student Book)

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human needs and ways people satisfy them
he difference between the causal approach and the surface approach by examin-
behaviors
different ways people act when they are frustrated
how a frustrating situation may lead to aggression
arious ways for solving frustrating situations and their short- and long-term

tives developed by the class:

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT

Materials listed are not essential to teaching the unit, but their use would enrichment to the learning activities. If you are unable to secure all of th priority to those marked with asterisks (*), since they would be particularly unit.

OBJECTIVE	ITEM	APPROX. COST	AVAILABLE FOR
#1	"Aggression or Love" 16 mm Film 30 Minutes - Color	$300.00	The Graphic Cur P. O. Box 565 Lenox Hill Stat New York, New Y
#2	Coping, Who Am I?, Booklets	$1.00 $1.00	MacMillan Gatew The MacMillan C 539 Turtle Cree Indianapolis, I
#2	Encounters, Booklet	$1.00	Houghton Miffli Houghton Miffli 110 Fremont Str Boston, Massach
#2	* "Mini Posters"	$1.50 per set of twelve	Laymen's League 25 Beacon Stree Boston, Massach
#2 & #3	* Guiding Our Development, Booklet	$1.50	Educational Res of America Psychology Depa Rockefeller Bui Cleveland, Ohio

S FOR THE ENRICHMENT OF THE UNIT

are not essential to teaching the unit, but their use would definitely add learning activities. If you are unable to secure all of the materials, give marked with asterisks (*), since they would be particularly valuable for the

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
"Aggression or Love" 16 mm Film 30 Minutes - Color	$300.00	The Graphic Curriculum, Inc. P. O. Box 565 Lenox Hill Station New York, New York 10021
Coping, Who Am I?, Booklets	$1.00 $1.00	MacMillan Gateway English The MacMillan Company 539 Turtle Creek South Indianapolis, Indiana 46227
Encounters, Booklet	$1.00	Houghton Mifflin Action Series Houghton Mifflin Company 110 Fremont Street Boston, Massachusetts 02107
"Mini Posters"	$1.50 per set of twelve	Laymen's League 25 Beacon Street Boston, Massachusetts 02108
Guiding Our Development, Booklet	$1.50	Educational Research Council of America Psychology Department Rockefeller Building Cleveland, Ohio 44113

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT (continued)

OBJECTIVE		ITEM	APPROX. COST	AVAILABLE F
#3	*	"The Eye of the Beholder" 16 mm Film 25 Minutes - B & W	$225.00	Stuart Reynol 9465 Wilshire Beverly Hills
#3	*	"Let's Talk About Being Mean" Super 8 mm Loop 4 Minutes - Color	$20.00	Universal Edu 221 Park Aven New York, New
#3		"Frustration Is", Booklet		Educational R of America Rockefeller B Cleveland, Oh
#4	*	"Let's Talk About Flying Off the Handle" Super 8 mm Loop 4 Minutes - Color	$20.00	Universal Edu 221 Park Aven New York, New
#4		"Failure--A Step Towards Growth" Sound Filmstrip, Parts I and II 27 Minutes total - Color	$35.00	Guidance Asso Harcourt, Bra Pleasantville
#5	*	"Let's Talk About Disrupting Things" Super 8 mm Loop 4 Minutes - Color	$20.00	Universal Edu 221 Park Aven New York, New

ALS FOR THE ENRICHMENT OF THE UNIT (continued)

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
* "The Eye of the Beholder" 16 mm Film 25 Minutes - B & W	$225.00	Stuart Reynolds Production 9465 Wilshire Boulevard Beverly Hills, California 90212
* "Let's Talk About Being Mean" Super 8 mm Loop 4 Minutes - Color	$20.00	Universal Education and Visual Arts 221 Park Avenue South New York, New York 10003
"Frustration Is", Booklet		Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113
* "Let's Talk About Flying Off the Handle" Super 8 mm Loop 4 Minutes - Color	$20.00	Universal Education and Visual Arts 221 Park Avenue South New York, New York 10003
"Failure--A Step Towards Growth" Sound Filmstrip, Parts I and II 27 Minutes total - Color	$35.00	Guidance Associates Harcourt, Brace & World Pleasantville, New York 10570
* "Let's Talk About Disrupting Things" Super 8 mm Loop 4 Minutes - Color	$20.00	Universal Education and Visual Arts 221 Park Avenue South New York, New York 10003

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT (continued)

OBJECTIVE	ITEM	APPROX. COST	AVAILABLE FOR
#5	* "Mr. Finley's Feelings" 16 mm Film 10 Minutes - Color		Metropolitan Life ment possible) 1 Madison Avenue New York, New Yor
#5	* Maturity: Growing Up Strong, Booklet	$1.00	Scholastic Book S A Division of Sch Magazine, Inc. New York, New Yor
#5	Crosscurrents in Action, Series Booklet	$1.00 each	Houghton Mifflin 110 Fremont Stree Boston, Massachus
#5	"Understanding Stresses and Strains" 16 mm Film 10 Minutes - Color	$80.00	Walt Disney Educa Materials Compa 666 Busse Highway Park Ridge, Illin

S FOR THE ENRICHMENT OF THE UNIT (continued)

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
"Mr. Finley's Feelings" 16 mm Film 10 Minutes - Color		Metropolitan Life (Loan arrangement possible) 1 Madison Avenue New York, New York 10010
Maturity: Growing Up Strong, Booklet	$1.00	Scholastic Book Services A Division of Scholastic Magazine, Inc. New York, New York
Crosscurrents in Action, Series Booklet	$1.00 each	Houghton Mifflin 110 Fremont Street Boston, Massachusetts 02107
"Understanding Stresses and Strains" 16 mm Film 10 Minutes - Color	$80.00	Walt Disney Educational Materials Company 666 Busse Highway Park Ridge, Illinois 60068

SUPPLEMENTARY READING

These are highly recommended readings for all teachers about to become inv
of this unit.

BOOKS:

Berkowitz, Leonard. Aggression: A Social Psychological Analysis. New

Borton, Terry. Reach, Touch and Teach. New York: McGraw Hill, 1970.

Byler, Ruth V., Ed. D., Editor. Teach Us What We Want To Know. Hartfor
Connecticut State Board of Education, 1969.

Buss, Arnold H. The Psychology of Aggression. New York: John Wiley &

Chesler and Fox. Role Playing Methods in the Classroom. Chicago, Illi
Associates, Inc., 1966.

Coles, Robert. Children of Crisis. New York: Dell Publishing Co., Inc

Fox, Luszki and Schmuck. Diagnosing Classroom Learning Environments.
Science Research Associates, Inc., 1966.

Ginott, Haim G. Between Parent and Child. New York: Avon Books, 1965.

______________. Between Parent and Teenager. New York: MacMillan Co.,

Glasser, William, M.D. Schools without Failure. New York: Harper & Ro

Holt, John. How Children Fail. New York: Dell Publishing Co., Inc., 1

__________. How Children Learn. New York: Pitman Publishing Corporati

James, Howard. Children in Trouble. Boston, Massachusetts: The Christi
1969.

READING

ly recommended readings for all teachers about to become involved in the teaching

Leonard. *Aggression: A Social Psychological Analysis*. New York: McGraw Hill, 1962.

ry. *Reach, Touch and Teach*. New York: McGraw Hill, 1970.

V., Ed. D., Editor. *Teach Us What We Want To Know*. Hartford, Connecticut:
State Board of Education, 1969.

d H. *The Psychology of Aggression*. New York: John Wiley & Sons, Inc., 1961.

Fox. *Role Playing Methods in the Classroom*. Chicago, Illinois: Science Research
Inc., 1966.

rt. *Children of Crisis*. New York: Dell Publishing Co., Inc., 1967.

and Schmuck. *Diagnosing Classroom Learning Environments*. Chicago, Illinois:
earch Associates, Inc., 1966.

m G. *Between Parent and Child*. New York: Avon Books, 1965.

____. *Between Parent and Teenager*. New York: MacMillan Co., 1969.

lliam, M.D. *Schools without Failure*. New York: Harper & Row, 1969.

How Children Fail. New York: Dell Publishing Co., Inc., 1964.

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rd. *Children in Trouble*. Boston, Massachusetts: The Christian Science Monitor,

SUPPLEMENTARY READING (continued)

BOOKS:

Lippitt, Ronald, Fox and Schaible. *Social Science Resource Book*. Chicago, Science Research Associates, Inc., 1969.

________________________________. *The Teacher's Role in Social Science Inv* Chicago, Illinois: Science Research Associates, Inc., 1969.

Lorenz, Konrad. *On Aggression*. London: Methuen, 1966.

Mager, Robert F. *Preparing Instructional Objectives*. Palo Alto, California Publishers, Inc., 1962.

Noar, Gertrude. *The Junior High School Today and Tomorrow*. 2nd Edition. N Prentice-Hall, 1960.

______________. *Teaching and Learning the Democratic Way*. New Jersey: Pre

Redl, Fritz, and Wattenberg, William W. *Mental Hygiene in Teaching*. 2nd Ed pps. 60-84). New York: Harcourt, Brace & World, Inc., 1959.

Rubin, Theodore. *The Angry Book*. New York: MacMillan Co., 1969.

Sanders, Norris M. *Classroom Questions - What Kinds?* New York: Harper & Ro

Yates, Aubrey J. Frustration and Conflict. London: Methuen, 1962.

PAMPHLETS: Copies of the following may be procured at minimal expense.

"Recommended Reading About Children and Family Life 1967" *Child Study Assoc* 9 East 89th Street, New York, New York 10028, 1968. ($1.00)

Redl, Fritz. "Pre-Adolescents--What Makes Them Tick?" *Child Study Associati* 9 East 89th Street, New York, New York 10028, 1968.

DING (continued)

d, Fox and Schaible. Social Science Resource Book. Chicago, Illinois:
ch Associates, Inc., 1969.

____________________. The Teacher's Role in Social Science Investigation.
ois: Science Research Associates, Inc., 1969.

. On Aggression. London: Methuen, 1966.

F. Preparing Instructional Objectives. Palo Alto, California: Fearon
c., 1962.

. The Junior High School Today and Tomorrow. 2nd Edition. New Jersey:
1960.

. Teaching and Learning the Democratic Way. New Jersey: Prentice-Hall, 1963.

nd Wattenberg, William W. Mental Hygiene in Teaching. 2nd Edition (esp.
New York: Harcourt, Brace & World, Inc., 1959.

e. The Angry Book. New York: MacMillan Co., 1969.

s M. Classroom Questions - What Kinds? New York: Harper & Row, 1966.

J. Frustration and Conflict. London: Methuen, 1962.

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eading About Children and Family Life 1967" Child Study Association,
reet, New York, New York 10028, 1968. ($1.00)

"Pre-Adolescents--What Makes Them Tick?" Child Study Association,
reet, New York, New York 10028, 1968.

SUPPLEMENTARY READING (continued)

PAMPHLETS:

The teacher may want copies of the following for the students also:

"Needs and Feelings - Why People Act As They Do." *Educational Research* Rockefeller Building, Cleveland, Ohio 44113, 1967.

"Why People Act As They Do - Book V, Handling Angry Feelings." *Educatio of America*, Rockefeller Building, Cleveland, Ohio 44113, 1967.

The papers listed below can be very helpful for teachers and students to the causal approach to behavior:

Maslow, Abraham H. "A Theory of Human Motivation." *Psychological Revie*

Ojemann, Ralph H. "The Causes and Consequences of Behavior." *Education*

________________. "Mental Hygiene of the Normal Child - Part 1, The Nat *Educational Research Council of America*, Rockefeller Building, Cleveland

________________. "Mental Hygiene of the Normal Child - Part 2, A Sugge to Understand a Youth." *Educational Research Council of America*, Rockef Cleveland, Ohio 44113.

FOR FURTHER UNDERSTANDING OF EDUCATIONAL OBJECTIVES:

Barker, Larry, Kibler, Robert, and Miles, David. *Behavioral Objectives* Boston: Allyn and Bacon, Inc., 1970.

Ojemann, Ralph and Hyde, David. "Suggestions for Formulating and Writin tives." *Educational Research Council of America*, Rockefeller Building, READING (continued)

may want copies of the following for the students also:

Feelings - Why People Act As They Do." Educational Research Council of America, Building, Cleveland, Ohio 44113, 1967.

Act As They Do - Book V, Handling Angry Feelings." Educational Research Council Rockefeller Building, Cleveland, Ohio 44113, 1967.

listed below can be very helpful for teachers and students to gain a background in approach to behavior:

aham H. "A Theory of Human Motivation." Psychological Review 50 (1943): 370-396.

lph H. "The Causes and Consequences of Behavior." Education 85 (1964): 78-83.

______. "Mental Hygiene of the Normal Child - Part 1, The Nature of Child Behavior." Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

______. "Mental Hygiene of the Normal Child - Part 2, A Suggested Plan for Learning nd a Youth." Educational Research Council of America, Rockefeller Building, Ohio 44113.

DERSTANDING OF EDUCATIONAL OBJECTIVES:

ry, Kibler, Robert, and Miles, David. Behavioral Objectives and Instruction. yn and Bacon, Inc., 1970.

lph and Hyde, David. "Suggestions for Formulating and Writing Educational Objecucational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

SUPPLEMENTARY READING (continued)

FOR FURTHER UNDERSTANDING OF EDUCATIONAL OBJECTIVES:

Ojemann, Ralph H. "The Teacher's Conception of Educational Objectives." *E*
Council of America, Rockefeller Building, Cleveland, Ohio 44113.

FOR FURTHER UNDERSTANDING OF ROLE-PLAYING:

Shaftel, Fannie and George. *Role-Playing for Social Values: Decision-Makin*
Studies. New Jersey: Prentice-Hall, Inc., 1967.

DING (continued)

STANDING OF EDUCATIONAL OBJECTIVES:

H. "The Teacher's Conception of Educational Objectives." Educational Research
rica, Rockefeller Building, Cleveland, Ohio 44113.

STANDING OF ROLE-PLAYING:

e and George. Role-Playing for Social Values: Decision-Making in the Social
Jersey: Prentice-Hall, Inc., 1967.

INTRODUCTION TO THE UNIT

The variety of activities with each objective is intended to provide choices, it is necessary to do all of them. Activities chosen can be based on such t significant terms, degree of relevancy as determined by the teacher and/or t ular type of class, depth of study in the unit, availability of supplemental itations, and class interest.

ACTIVITY	CONTENT
1. Take the pre-test.	1. Instructions for administering and making use of pre-tests are in the section of the manual dealing with the use of pre-post tests. The directions for administering and scoring this pre-post test are found on the page preceding the pre-post test for this unit.
2. Read and discuss the rationale for the unit.	2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit.
3. Read and discuss the objectives for the learner.	3. The teacher may want to see if the class wants to create its own learner objectives for "A Profile of Behavior and Aggression." The responses to asking the class what they want to learn about the topic would be the starting point to this approach. Another method of introducing learner objectives is by reading and discussing each of the learner objectives in the unit. The students can suggest further objectives they feel are necessary. It is important that the relevancy and importance of each objective be understood by the students. The general section of the manual that deals with objectives should aid the teacher if students have difficulty understanding the relevancy of some objectives. The unit objectives displayed on a transparency may be helpful.

THE UNIT

ctivities with each objective is intended to provide choices, so do not feel that
to do all of them. Activities chosen can be based on such things as: defining
ns, degree of relevancy as determined by the teacher and/or the class, the partic-
ss, depth of study in the unit, availability of supplemental materials, time lim-
ass interest.

	CONTENT	MATERIALS
-test.	1. Instructions for administering and making use of pre-tests are in the section of the manual dealing with the use of pre-post tests. The directions for administering and scoring this pre-post test are found on the page preceding the pre-post test for this unit.	1. A ditto copy for each student of the unit pre-post test
cuss e .	2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit.	2. Why? Page 3 of Student Book
cuss es her.	3. The teacher may want to see if the class wants to create its own learner objectives for "A Profile of Behavior and Aggression." The responses to asking the class what they want to learn about the topic would be the starting point to this approach. Another method of introducing learner objectives is by reading and discussing each of the learner objectives in the unit. The students can suggest further objectives they feel are necessary. It is important that the relevancy and importance of each objective be understood by the students. The general section of the manual that deals with objectives should aid the teacher if students have difficulty understanding the relevancy of some objectives. The unit objectives displayed on a transparency may be helpful.	3. Page 4 of Student Book and a transparency of the objectives for the learner, overhead projector

INTRODUCTION TO THE UNIT

ACTIVITY	CONTENT
4. Define behavior and misbehavior and write the definitions in the back of the Student Book on the Definition of Terms page.	4. What is meant by the term behavior? This question posed to the class will help the class begin establishing their definition of the term. A student or the teacher can make notes on the chalkboard as the class is reaching a decision on the definition. When a definition has been arrived at, presenting the unit definition should stimulate further class reaction. BEHAVIOR is defined in these units as THE WAY A PERSON ACTS OR REACTS IN A SITUATION. Many times students tend to confuse the terms behavior and misbehavior and think that all behavior is misbehavior. Behavior may be viewed both positively and negatively. Misbehavior is one type of behavior. MISBEHAVIOR is defined in these units as THE IMPROPER WAY A PERSON ACTS OR REACTS IN A SITUATION.
5. Develop vocabulary on behavior.	5. The students can think of words which mean behavior to them. These words have one of the letters in them from the word behavior and can be places, people, or concepts. If necessary, the teacher can suggest words like bully, understand, help, act, love, disagree, solve, friends. As you will notice, the letters which are underlined make up the word behavior.

UNIT

CONTENT	MATERIALS
4. What is meant by the term behavior? This question posed to the class will help the class begin establishing their definition of the term. A student or the teacher can make notes on the chalkboard as the class is reaching a decision on the definition. When a definition has been arrived at, presenting the unit definition should stimulate further class reaction. BEHAVIOR is defined in these units as THE WAY A PERSON ACTS OR REACTS IN A SITUATION. Many times students tend to confuse the terms behavior and misbehavior and think that all behavior is misbehavior. Behavior may be viewed both positively and negatively. Misbehavior is one type of behavior. MISBEHAVIOR is defined in these units as THE IMPROPER WAY A PERSON ACTS OR REACTS IN A SITUATION.	4. Chalkboard and chalk
5. The students can think of words which mean behavior to them. These words have one of the letters in them from the word behavior and can be places, people, or concepts. If necessary, the teacher can suggest words like bully, understand, help, act, love, disagree, solve, friends. As you will notice, the letters which are underlined make up the word behavior.	5. Page 5 of Student Book, chalkboard, chalk, paper, pencil

INTRODUCTION TO THE UNIT

ACTIVITY	CONTENT
6. Take part in introductory activities.	6. Following any of the previous introductory activities, several approaches can be used to proceed with the unit. Ideally, they would all be activities that would assist the students in getting involved in developing a feeling and purpose for the subsequent learning experiences. In addition to the introductory ideas, the teacher might have or obtain from the class, some possible activities that would center on people and their behavior: a. Display developed by the class for the bulletin board. It might include pictures of people, song lyrics, poems, etc. b. Murals, posters, or collages made by individuals or groups c. Discussion of "Mini Posters," art works, or pictures of people that the teacher has collected As interested students progress on their projects, discussion of the projects could be directed to: a. What kinds of feelings are being expressed by the people? b. Why do you think they feel this way? c. How might these feelings affect others? d. What might be the needs of the people involved? e. Why is it important that we learn about our own behavior and the behavior of others?

CONTENT	MATERIALS
6. Following any of the previous introductory activities, several approaches can be used to proceed with the unit. Ideally, they would all be activities that would assist the students in getting involved in developing a feeling and purpose for the subsequent learning experiences. In addition to the introductory ideas, the teacher might have or obtain from the class, some possible activities that would center on people and their behavior: a. Display developed by the class for the bulletin board. It might include pictures of people, song lyrics, poems, etc. b. Murals, posters, or collages made by individuals or groups	6. Magazines, newspapers, scissors, glue, posterboard, shelfpaper, tacks, pins
c. Discussion of "Mini Posters," art works, or pictures of people that the teacher has collected As interested students progress on their projects, discussion of the projects could be directed to: a. What kinds of feelings are being expressed by the people? b. Why do you think they feel this way? c. How might these feelings affect others? d. What might be the needs of the people involved? e. Why is it important that we learn about our own behavior and the behavior of others?	c. Set of twelve "Mini Posters" Available from: Laymen's League 25 Beacon St. Boston, Mass. 02108

ACTIVITY	CONTENT
7. Make a Learning Log and decorate manila folders.	7. It may be helpful for the students to develop a Learning Log to use throughout the units. The purpose of the log is for the students to write in their words their goals and record their development. As they progress, they can refer back to their goals to evaluate their understanding of the material. The log would be kept on sheets of paper with three columns. The first column, entitled "Goals," would contain the student's objectives. The second column, entitled "Activity," would include the different activities used to achieve the goals. The third column, entitled "Notes," would contain any definitions, questions, or comments the student has about the objectives and activities. The log can be referred to periodically by the teacher to help the student with any questions as well as discuss the student's comments. The Learning Log can be kept in a manila folder which the student can decorate with pictures of behavior from magazines and newspapers. These folders can be used to contain any other materials dealing with the units.

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CONTENT	MATERIALS
7. It may be helpful for the students to develop a Learning Log to use throughout the units. The purpose of the log is for the students to write in their words their goals and record their development. As they progress, they can refer back to their goals to evaluate their understanding of the material. The log would be kept on sheets of paper with three columns. The first column, entitled "Goals," would contain the student's objectives. The second column, entitled "Activity," would include the different activities used to achieve the goals. The third column, entitled "Notes," would contain any definitions, questions, or comments the student has about the objectives and activities. The log can be referred to periodically by the teacher to help the student with any questions as well as discuss the student's comments. The Learning Log can be kept in a manila folder which the student can decorate with pictures of behavior from magazines and newspapers. These folders can be used to contain any other materials dealing with the units.	7. Paper, manila folders, magazines, newspapers, scissors, glue

ACTIVITY	CONTENT
8. Participate in group activity "A Problem for NASA."	8. Small-group activities can often be valuable learning experiences. Groups of from five to eight students are the ideal size when doing group projects. In this unit and the ones that follow, several small-group activities are suggested. Since students may have had very little or no experience working in groups, this activity may prove helpful in giving them some guidelines for group participation. Begin the activity after all the directions to the students are discussed and understood. It might be wise to explain in detail the term "consensus." A time limit can be set for the activity, or it could be terminated by checking on the progress of the groups. Initial discussion can center on: a. Closeness of individual to group responses b. Comparison of individual to group responses c. Giving them NASA's ranking and the reason for the ranking

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8. Small-group activities can often be valuable learning experiences. Groups of from five to eight students are the ideal size when doing group projects. In this unit and the ones that follow, several small-group activities are suggested. Since students may have had very little or no experience working in groups, this activity may prove helpful in giving them some guidelines for group participation. Begin the activity after all the directions to the students are discussed and understood. It might be wise to explain in detail the term "consensus." A time limit can be set for the activity, or it could be terminated by checking on the progress of the groups. Initial discussion can center on: a. Closeness of individual to group responses b. Comparison of individual to group responses c. Giving them NASA's ranking and the reason for the ranking	8. "A Problem for NASA," Student Book page 6 and "A Problem for NASA" (to the teacher) page 31 of this Manual. Chalkboard and chalk when discussing results

A PROBLEM FOR NASA
(To The Teacher)

NASA officials ranked the fifteen survival items and indicated reasons for the them.

15	Box of matches (Little or no use on moon)
4	Food concentrate (Supply daily food required)
6	50 feet of nylon rope (Useful in tying injured together, help in climb
8	Parachute silk (Shelter against sun's rays)
13	Portable heating unit (Useful only if party lands on dark side)
11	Two .45 calibre pistols (Self-propulsion devices could be made from th
12	One case dehydrated Pet Milk (Food, mixed with water for drinking)
1	Two 100 lb. tanks of oxygen (Fills respiration requirement)
3	Stellar map of the moon's constellation (One of the principal means of
9	Life raft (CO_2 bottles for self-propulsion across chasms, etc.)
14	Magnetic compass (Probably no magnetized poles; thus, useless)
2	5 gallons of water (Replenishes loss by sweating, etc.)
10	Signal flares (Distress call when line of sight possible)
7	First aid kit containing injection needles (Oral pills or injections m
5	Solar-powered FM receiver-transmitter (Distress signal transmitter, po tion with mother ship)

Probably more valuable discussion might center on questions about the group pr

a. What did you learn about how to behave in a group?
b. What kinds of things distracted you?
c. In what ways did some group members help others get involved?
d. What methods were used by your group to get you to change your mind?
e. What kind of group help would you have liked that you did not get?
f. What made you go along with the group?

A PROBLEM FOR NASA
(To The Teacher)

nked the fifteen survival items and indicated reasons for the place they gave

:hes (Little or no use on moon)
ntrate (Supply daily food required)
nylon rope (Useful in tying injured together, help in climbing)
silk (Shelter against sun's rays)
eating unit (Useful only if party lands on dark side)
ibre pistols (Self-propulsion devices could be made from them)
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o of the moon's constellation (One of the principal means of finding directions)
(CO_2 bottles for self-propulsion across chasms, etc.)
ompass (Probably no magnetized poles; thus, useless)
of water (Replenishes loss by sweating, etc.)
es (Distress call when line of sight possible)
kit containing injection needles (Oral pills or injections medicine valuable)
red FM receiver-transmitter (Distress signal transmitter, possible communica-
nother ship)

nable discussion might center on questions about the group process such as:

earn about how to behave in a group?
things distracted you?
did some group members help others get involved?
were used by your group to get you to change your mind?
group help would you have liked that you did not get?
go along with the group?

ACTIVITY	CONTENT
9. Place figures on a Behavior Line (should follow NASA).	9. In this activity the students will become involved in a self-evaluation of their ability to work in groups. On a bulletin board or a blackboard, place a line with a character named "Larry" at one end and "Gary" at the opposite end. Read to the class the descriptions of "Larry" and "Gary" (given below) and have place their name tags on the line according to which of the two personalities they tend to be like when they work in a group. If there is not enough space for the students to choose from, the teacher should use another line. The class can evaluate each person's decision. If too many students place themselves in one position, tell them that no more than one may choose a place, so they must either move to the left or right.

Larry

Larry wants to be a part of the group--a very important part. He wants his ideas to be chosen, so to make sure he is heard, he starts talking as soon as an idea pops into his head, even if someone else is already talking. If no one seems to be listening, he gets mad and shuts up like a clam because his feelings are hurt. Larry says he wants to get out of the group because they aren't doing the right thing--meaning they aren't doing things his way.

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9. In this activity the students will become involved in a self-evaluation of their ability to work in groups. On a bulletin board or a blackboard, place a line with a character named "Larry" at one end and "Gary" at the opposite end. Read to the class the descriptions of "Larry" and "Gary" (given below) and have place their name tags on the line according to which of the two personalities they tend to be like when they work in a group. If there is not enough space for the students to choose from, the teacher should use another line. The class can evaluate each person's decision. If too many students place themselves in one position, tell them that no more than one may choose a place, so they must either move to the left or right.

Larry

Larry wants to be a part of the group--a very important part. He wants his ideas to be chosen, so to make sure he is heard, he starts talking as soon as an idea pops into his head, even if someone else is already talking. If no one seems to be listening, he gets mad and shuts up like a clam because his feelings are hurt. Larry says he wants to get out of the group because they aren't doing the right thing--meaning they aren't doing things his way.

MATERIALS

9. Figures with name tag for each student

ACTIVITY	CONTENT
9. Place figures on a Behavior Line (should follow NASA). (continued)	Gary When Gary works with other people in a group, he likes to hear their ideas about what they are working on. He listens when others talk and tries to understand the meaning behind the words they are saying. He thinks about what is happening in the group and gives his ideas and opinions when he thinks he has a good one. He doesn't care if the group uses his ideas because he realizes that someone may have a better solution to the group's problem. Gary is interested in giving his best to the group and wants the others to experience something good from being in the group.

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Gary

When Gary works with other people in a group, he likes to hear their ideas about what they are working on. He listens when others talk and tries to understand the meaning behind the words they are saying. He thinks about what is happening in the group and gives his ideas and opinions when he thinks he has a good one. He doesn't care if the group uses his ideas because he realizes that someone may have a better solution to the group's problem. Gary is interested in giving his best to the group and wants the others to experience something good from being in the group.

OBJECTIVE 1. After completing this unit the student will show his underst
of Behavior and Aggression" by his ability to give examples
aggressive behavior people use in attempting to resolve prob

ACTIVITY	CONTENT
1. Read, discuss, and do vocabulary exercise in "Defining Aggressive Behavior."	1. It is important to stress the different ways of defining aggressive behavior as the unit is introduced. Students can add other terms to the list and discuss why a term might be placed in a particular column or either column. "Aggression" in these units will be defined as BEHAVIOR AIMED AT THE INJURY OF SOME PERSON OR OBJECT, OR BEHAVIOR WHICH WOULD AFFECT ANOTHER PERSON IN A HARMFUL MANNER. Students should write this definition in the back of the Student Book on the Definitions of Terms page.
2. View and discuss film "Aggression or Love." 30 minutes - color	2. Through scenes portraying studies of laboratory animals, the film relates progress made in understanding the aggressive behavior of animals and how those studies might relate to man. Vocabulary may present a problem for some students, but the content holds the student's attention and provides a good basis for discussion of such questions as: a. What were some of the possible causes given for animals acting aggressively towards members of their own species? b. What causes could human beings have for being aggressive? c. What alternatives to aggression did the movie refer to which humans might use? d. What might be the result if humans are constantly aggressive with each other?

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to give examples of different forms of aggressive behavior people use in attempting to resolve problems.

	CONTENT	MATERIALS
ss, bu- se g	1. It is important to stress the different ways of defining aggressive behavior as the unit is introduced. Students can add other terms to the list and discuss why a term might be placed in a particular column or either column. "Aggression" in these units will be defined as BEHAVIOR AIMED AT THE INJURY OF SOME PERSON OR OBJECT, OR BEHAVIOR WHICH WOULD AFFECT ANOTHER PERSON IN A HARMFUL MANNER. Students should write this definition in the back of the Student Book on the Definitions of Terms page.	1. "Defining Aggressive Behavior," page 8 of Student Book, pencil
scuss ssion - color	2. Through scenes portraying studies of laboratory animals, the film relates progress made in understanding the aggressive behavior of animals and how those studies might relate to man. Vocabulary may present a problem for some students, but the content holds the student's attention and provides a good basis for discussion of such questions as: a. What were some of the possible causes given for animals acting aggressively towards members of their own species? b. What causes could human beings have for being aggressive? c. What alternatives to aggression did the movie refer to which humans might use? d. What might be the result if humans are constantly aggressive with each other?	2. Film, "Aggression or Love" Available from: The Graphic Curriculum, Inc., P. O. Box 565, Lenox Hill Sta., New York, New York 10021 Screen, film projector

OBJECTIVE 1. After completing this unit the student will show his understanding
Behavior and Aggression" by his ability to give examples of differ
gressive behavior people use in attempting to resolve problems.

ACTIVITY	CONTENT
3. Brainstorm on aggressive behavior.	3. With the help of the teacher, some students may be able to conduct a discussion on the various types of aggressive behavior in the school. These aggressive behaviors could be in the classroom, the gym, the home, the streets, the playground, the community, etc.
4. Record or imitate sounds of aggression.	4. Some of the students may want to make a tape or imitate verbally to their classmates what aggression could sound like. Ask the others to guess what the sounds are supposed to be and what could have caused this behavior. The teacher can encourage the students to concentrate on sounds with which they are most familiar.
5. Read and discuss aggression in history.	5. Individual students may wish to read about aggression. If so, guide them to a history or a social science book which they may be using in their present program, or something they have read recently and ask them to try and pinpoint: a. Could you name a few instances of aggression in the history you have read thus far? b. How could those acts of aggression have been avoided?

fter completing this unit the student will show his understanding of "A Profile of
ehavior and Aggression" by his ability to give examples of different forms of ag-
ressive behavior people use in attempting to resolve problems.

	CONTENT	MATERIALS
h	3. With the help of the teacher, some students may be able to conduct a discussion on the various types of aggressive behavior in the school. These aggressive behaviors could be in the classroom, the gym, the home, the streets, the playground, the community, etc.	
ds h.	4. Some of the students may want to make a tape or imitate verbally to their classmates what aggression could sound like. Ask the others to guess what the sounds are supposed to be and what could have caused this behavior. The teacher can encourage the students to concentrate on sounds with which they are most familiar.	4. Tape recorder, tape, paper and pencil, if necessary
cuss h	5. Individual students may wish to read about aggression. If so, guide them to a history or a social science book which they may be using in their present program, or something they have read recently and ask them to try and pinpoint: a. Could you name a few instances of aggression in the history you have read thus far? b. How could those acts of aggression have been avoided?	5. History books which are being used by the school system, library, or learning center, paper and pencil

OBJECTIVE 1. After completing this unit the student will show his underst
Behavior and Aggression" by his ability to give examples of
aggressive behavior people use in attempting to resolve prob

ACTIVITY	CONTENT
6. Fill folders with items about aggressive behavior.	6. Some of the students may be more interested in the present instead of the past. Those students could make individual folders or, a group of students may want to make one folder which could contain clippings from newspapers, pictures from newspapers or magazines, or short descriptions from episodes on TV or in the movies which they think show aggressive behavior. These could be shared and discussed with the class.
7. Do individual or group projects.	7. Below is a list of possible individual or group projects: a. Act out a form of aggression. b. Recite poems or plays which depict aggression. c. Bring and play records which talk of aggression. d. Write stories or poems about aggression. e. Draw sketches or cartoons illustrating aggression.
8. Make a collage.	8. The whole class could be involved in this, depending on their interest level. The teacher could start a collage or have the students make their own collage by bringing in pictures of aggressive behavior.

fter completing this unit the student will show his understanding of "A Profile of ehavior and Aggression" by his ability to give examples of different forms of ggressive behavior people use in attempting to resolve problems.

	CONTENT	MATERIALS
	6. Some of the students may be more interested in the present instead of the past. Those students could make individual folders or, a group of students may want to make one folder which could contain clippings from newspapers, pictures from newspapers or magazines, or short descriptions from episodes on TV or in the movies which they think show aggressive behavior. These could be shared and discussed with the class.	6. Newspapers, magazines, TV, paper, pencil
l or ts.	7. Below is a list of possible individual or group projects: a. Act out a form of aggression. b. Recite poems or plays which depict aggression. c. Bring and play records which talk of aggression. d. Write stories or poems about aggression. e. Draw sketches or cartoons illustrating aggression.	
ge.	8. The whole class could be involved in this, depending on their interest level. The teacher could start a collage or have the students make their own collage by bringing in pictures of aggressive behavior.	8. Posterboard, 22" x 22", glue, thumbtacks

OBJECTIVE 1. After completing this unit the student will show his understandin
of Behavior and Aggression" by his ability to give examples of di
aggressive behavior people use in attempting to resolve problems.

ACTIVITY	CONTENT
8. Make a collage. (continued)	The students have the choice of leaving their selected pictures on the collage throughout the unit or updating it from time to time with new pictures. The teacher may want to encourage the students to change the pictures. When the student brings the picture, he may want to tell the class: a. Why he chose that picture b. What he thinks is the possible cause for that behavior c. What he thinks he would have done in a similar situation, and why
9. Check Point.	9. What evidence do you have that the students can give examples of different forms of aggressive behavior people use in attempting to resolve problems?

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to give examples of different forms of aggressive behavior people use in attempting to resolve problems.

CONTENT MATERIALS

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The students have the choice of leaving their selected pictures on the collage throughout the unit or updating it from time to time with new pictures. The teacher may want to encourage the students to change the pictures. When the student brings the picture, he may want to tell the class:

a. Why he chose that picture
b. What he thinks is the possible cause for that behavior
c. What he thinks he would have done in a similar situation, and why

9. What evidence do you have that the students can give examples of different forms of aggressive behavior people use in attempting to resolve problems?

OBJECTIVE 2. After completing this unit the student will show his understand of Behavior and Aggression" by his ability to identify human ne methods used to satisfy these needs.

ACTIVITY	CONTENT	
1. Identify, discuss, and define human needs.	1. Discussion can be developed, either with the entire class or in small groups, by asking the students to think of daily needs of people. Categorizing the needs on the chalkboard as to similar types may be helpful. If discussion is in small groups, a student can be chosen to record and report the consensus of his group to the class. Further discussion can then delve into: a. How people satisfy their needs b. Differences in the methods used to satisfy needs c. Constructive and non-constructive ways to meet needs d. Why people might choose different methods of satisfying a similar need e. Why the same method of satisfying a need is not successful for all people At this point the class should be able to define "need." Student suggestions can be written on the board by one of the class members, and then a definition chosen. The definition of "need" that appears in the Manual can then be written on the chalkboard. Comparison and discussion of the definitions should prove worthwhile. A "need" is defined in these units as A LACK OF SOMETHING WHICH IS ESSENTIAL, DESIRABLE, OR USEFUL. This definition can be written in the back of the Student Book on the Definitions of Terms page.	1

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to identify human needs and various methods used to satisfy these needs.

CONTENT

1. Discussion can be developed, either with the entire class or in small groups, by asking the students to think of daily needs of people. Categorizing the needs on the chalkboard as to similar types may be helpful. If discussion is in small groups, a student can be chosen to record and report the consensus of his group to the class. Further discussion can then delve into:
   a. How people satisfy their needs
   b. Differences in the methods used to satisfy needs
   c. Constructive and non-constructive ways to meet needs
   d. Why people might choose different methods of satisfying a similar need
   e. Why the same method of satisfying a need is not successful for all people

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MATERIALS

1. Chalkboard and chalk, pencil and paper if student recorder is reporting consensus of his group

OBJECTIVE 2. After completing this unit the student will show his understandin of Behavior and Aggression" by his ability to identify human needs methods used to satisfy these needs.

ACTIVITY	CONTENT	
2. Read and discuss "Basic Needs."	2. This activity is designed to help the students understand the basic needs of man, using Abraham Maslow's list of needs as a base from which to work. It is important for the students to be able to recognize their needs and how they affect their behavior. If the need for love seems difficult for the boys to deal with, it may help to mention the era when the Green Bay Packers football team was winning championships year after year. Coach Vince Lombardi attributed the team's success to the members of the team having a kind of "love" for each other. Self-fulfillment may be a difficult concept for the students to comprehend. The self-fulfilled individual has found what best suits him and is making full use of his potential.	2. ' F S p p
3. Read and discuss "What Makes Us Act the Way We Do?"	3. This activity provides further experience in looking at needs as the motivating force in behavior. It also discussed the Behavior Equation (Motivating Forces + Resources + Immediate Physical Setting or Environment = Behavior) as one approach to looking at why people behave as they do. The Behavior Equation will be discussed more fully in Objective 3.	3. " v i i A E C R C 4

er completing this unit the student will show his understanding of "A Profile Behavior and Aggression" by his ability to identify human needs and various hods used to satisfy these needs.

	CONTENT	MATERIALS
ss	2. This activity is designed to help the students understand the basic needs of man, using Abraham Maslow's list of needs as a base from which to work. It is important for the students to be able to recognize their needs and how they affect their behavior. If the need for love seems difficult for the boys to deal with, it may help to mention the era when the Green Bay Packers football team was winning championships year after year. Coach Vince Lombardi attributed the team's success to the members of the team having a kind of "love" for each other. Self-fulfillment may be a difficult concept for the students to comprehend. The self-fulfilled individual has found what best suits him and is making full use of his potential.	2. "Basic Needs," Page 9 of Student Book, paper and pencil
ss	3. This activity provides further experience in looking at needs as the motivating force in behavior. It also discussed the Behavior Equation (Motivating Forces + Resources + Immediate Physical Setting or Environment = Behavior) as one approach to looking at why people behave as they do. The Behavior Equation will be discussed more fully in Objective 3.	3. "Guiding Our Development: Examining Our Experiences," pp. 18-22 Available from: Educational Research Council of America, Rockefeller Bldg., Cleveland, Ohio 44113

OBJECTIVE 2. After completing this unit the student will show his understand
of Behavior and Aggression" by his ability to identify human ne
methods used to satisfy these needs.

ACTIVITY	CONTENT	
4. Read and discuss "Just Sam" and write own poem.	4. Questions for discussion: a. How do you think Sam feels at this time in his life? b. How do you think the adults in Sam's life feel about him? c. How do you think Sam feels about adults? d. What do you think Sam's needs are? e. How do you think they can be met? f. What seem to be the needs of the adults? g. How do you think they might be met? h. When are some times that you feel as Sam does? i. How do you handle those feelings? j. What might Sam do in the future to meet his needs? k. If you were Sam, how might you finish the poem?	4
5. Read and discuss "There Is You."	5. Students should enjoy analyzing the short statement of William James. He said that even though there are only two people talking together, there are actually eight people present. If students have trouble analyzing "There Is You," substituting two people's names for "you" and "I" may make it more understandable. The discussion that follows could be with the entire class or in small groups. Questions in the Student Book are designed to stimulate thinking about the significance of communication as a need.	5.

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to identify human needs and various methods used to satisfy these needs.

	CONTENT	MATERIALS
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OBJECTIVE 2. After completing this unit the student will show his understandi of Behavior and Aggression" by his ability to identify human nee methods used to satisfy these needs.

ACTIVITY	CONTENT
6. Read and present short story reports.	6. Needs and how they might be met can be examined through short stories. Individual, small groups, or the entire class can read stories for discussion. The small group or the individual making a presentation should bear in mind that the ideas to report to the class will center on: a. The needs of the people in the story b. How the needs were met The librarian is a good resource person in locating appropriate stories. Some suggested stories are: a. "Ordeal in the Desert" - Evan Wylie (very effective) "After Twenty Years" - O. Henry "The Glorious Whitewasher" - Mark Twain "Valedictorian and the Streets of Memphis - Richard Wright b. "The Wise and the Weak" - Philip Aponte "The Day the Sun Came Out" - Dorothy M.Johnson "A Game of Catch" - Richard Wilbur c. "The Parsley Garden" - William Saroyan "The Night the Ghost Got In" - James Thurber "The Clearing" - Jesse Stuart d. "Knock on Any Door" - Willard Motley

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	a. "Ordeal in the Desert" - Evan Wylie (very effective) "After Twenty Years" - O. Henry "The Glorious Whitewasher" - Mark Twain "Valedictorian and the Streets of Memphis - Richard Wright	a. From: Coping, MacMillan Gateway English, The MacMillan Co., New York, New York
	b. "The Wise and the Weak" - Philip Aponte "The Day the Sun Came Out" - Dorothy M.Johnson "A Game of Catch" - Richard Wilbur	b. From: Who Am I? MacMillan Gateway English, The MacMillan Co., New York, New York
	c. "The Parsley Garden" - William Saroyan "The Night the Ghost Got In" - James Thurber "The Clearing" - Jesse Stuart	c. From: Encounters, Houghton Mifflin Action Series, Houghton Mifflin Co., Boston, Massachusetts
	d. "Knock on Any Door" - Willard Motley	d. From: Condensation in "Scholastic Scope," Vol.II, No.8, Nov. 3, 1969. Office of Publication, McCall St., Dayton, Ohio 45401

OBJECTIVE 2. After completing this unit the student will show his underst
of Behavior and Aggression" by his ability to identify human
methods used to satisfy these needs.

ACTIVITY	CONTENT
7. Listen to and discuss songs about needs, behavior, and people.	7. The lyrics of current songs often concentrate on people, their needs, and how their needs are satisfied. Students are probably familiar with several musical groups or individuals who have recorded music of this type. Members of the class could suggest songs and bring in records to play in class. Copies of song lyrics should be provided for each student as the song is played. Discussion might be developed by asking: a. What behavior is being expressed in the song? b. What needs are expressed in the lyrics? c. How do the lyrics suggest meeting the need? d. How does the individual's behavior affect others? e. How does the individual's behavior affect himself? f. What may have motivated the composer to write the song? Interested students may want to write a song on needs, behavior, and people and present it to the class.

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to identify human needs and various methods used to satisfy these needs.

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ACTIVITY	CONTENT
8. Report on the astronauts' needs.	8. Interested students can report on the needs of the astronauts and relate them to the categories of needs discussed previously. The activity should stimulate thinking about how space officials attempt to see that needs are met when men are in space. Students may need help in getting beyond only a discussion of physical needs. Possible questions for discussion: a. What kinds of needs do the astronauts have? b. What special problems are involved in meeting these needs? c. How do space officials assist the astronauts in meeting the need for love, security, self-worth and self-fulfillment?
9. Find items in the daily news that may relate to needs.	9. An individual or committee may want to be responsible for bringing in current events items that relate to the basic needs of people. Presenting them to the class and posting them on a bulletin board might be an appropriate way to think of needs in regard to current happenings. Questions that could be considered in discussion: a. What seems to be the need involved in the item? b. How does it appear that the need is being met? c. What might have been some alternative ways of meeting the need? (Explain the term "alternative." If necessary, consult Objective 6.)

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OBJECTIVE 2. After completing this unit the student will show his understa
of Behavior and Aggression" by his ability to identify human
methods used to satisfy these needs.

ACTIVITY	CONTENT
10. Make a collage about a specific need.	10. A student or group of students may want to make a collage around a specific "need" of man or the "needs" of man.
11. Check Point.	11. What evidence do you have that students can identify human needs, various methods to satisfy these needs, and possible short- and long-term effects of his behavior on himself and others?

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	CONTENT	MATERIALS
age ed.	10. A student or group of students may want to make a collage around a specific "need" of man or the "needs" of man.	10. Posterboard, glue, scissors, pictures from magazines or newspapers
.	11. What evidence do you have that students can identify human needs, various methods to satisfy these needs, and possible short- and long-term effects of his behavior on himself and others?	

OBJECTIVE 3. After completing this unit the student will show his understandi of Behavior and Aggression" by his ability to compare and contra the surface approach to behavior by analyzing situations involvi others.

ACTIVITY

1. Read and discuss "Three Friends."

CONTENT

1. In this activity two students respond to the behavior of a friend. One assumes the friend is angry, while another takes time to find out what is really bothering him.

These are examples of two approaches to understanding behavior--surface and causal.

SURFACE APPROACH-A PERSON CONSIDERS ONLY THE OBSERVABLE BEHAVIOR OR THE ATTITUDE OF PEOPLE TOWARD IT.

CAUSAL APPROACH-A PERSON NOT ONLY LOOKS AT THE OBSERVABLE BEHAVIOR BUT ALSO THINKS OF THE CAUSES FOR THE BEHAVIOR.

The students will probably realize right away that there are differences in the approaches these two boys used. Through discussion these differences can be enumerated and analyzed.

a. Which approach looked for real causes?
b. Which approach only made assumptions?
c. What might you call the approach that does not look into the causes of the behavior?

From the discussion, students may decide to use the terms causal and surface, or some comparable terms, to describe the two approaches. If students do not do this, the teacher can present these definitions to them. The definitions can be written in the back of the Student Book on the Definition of Terms page.

1.

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MATERIALS

1. "Three Friends," page 14 of Student Book, paper and pencil

OBJECTIVE 3. After completing this unit the student will show his understa
of Behavior and Aggression" by his ability to compare and co
the surface approach to behavior by analyzing situations inv
others.

ACTIVITY	CONTENT
2. Read and write answers to "One Possible Cause."	2. This activity asks the students to think of one possible cause for a person's behavior. A time limit of three to five minutes is suggested for the entire exercise. If the teacher wants the students to be able to see the difference between the surface approach and the causal approach to behavior, the short amount of time at first may illustrate to the students that if we all took more time to think about people's behaviors, we might understand them better.
3. Read and discuss "The Behavior Equation."	3. The purpose of the Behavior Equation as developed by Dr. Ralph Ojemann is to help the students understand why people might act the way they do by looking at the factors that lead to behavior. The factors in parentheses listed below are used by Dr. Ojemann, but the students will more easily understand the underlined terms. a. Needs (Motivating Forces) - The needs and feelings that we try to satisfy. b. Self (Resources) - The psychological, intellectual, emotional, and physiological resources which people have inside themselves at the moment for satisfying the motivating forces. Some are: skills, attitudes, ideas, and available physical energy. c. Place (Immediate Physical Setting) - The setting in which the behavior takes place and the objects which are part of that setting.

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uss	3. The purpose of the Behavior Equation as developed by Dr. Ralph Ojemann is to help the students understand why people might act the way they do by looking at the factors that lead to behavior. The factors in parentheses listed below are used by Dr. Ojemann, but the students will more easily understand the underlined terms. a. Needs (Motivating Forces) - The needs and feelings that we try to satisfy. b. Self (Resources) - The psychological, intellectual, emotional, and physiological resources which people have inside themselves at the moment for satisfying the motivating forces. Some are: skills, attitudes, ideas, and available physical energy. c. Place (Immediate Physical Setting) - The setting in which the behavior takes place and the objects which are part of that setting.	3. "The Behavior Equation," page 17 of Student Book

OBJECTIVE 3. After completing this unit the student will show his understandi of Behavior and Aggression" by his ability to compare and contra the surface approach to behavior by analyzing situations involvi others.

ACTIVITY	CONTENT
3. Read and discuss "The Behavior Equation." (continued)	When reading the equation, "+" is interpreted as "interacts with": Needs (Motivating Forces) + Self (Resources) + Place (Immediate Physical Setting) = Behavior It is important that the students understand that the motivating forces (needs) are what we try to satisfy, and our resources (self) are the skills and attitudes we use to satisfy our needs. The immediate physical setting (place) is simply the environment in which the action takes place. These factors interact to cause behavior and each person acts uniquely because the factors very with the individual. Pages 18-21 of "Guiding Our Development" can be read by the students to further clarify the equation and its factors.
4. View and discuss "The Eye of the Beholder." 25 minutes - B & W	4. This film is an appropriate device to use in the discussion of the "surface" approach and the "causal" approach to the study of behavior. In Part I, five people look at an individual's behavior; in Part II, an individual looks at his own behavior.

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OBJECTIVE 3. After completing this unit the student will show his underst of Behavior and Aggression" by his ability to compare and co the surface approach to behavior by analyzing situations inv others.

ACTIVITY	CONTENT
4. View and discuss "The Eye of the Beholder." 25 minutes - B&W (continued)	4. The film is accompanied by a very helpful discussion guide. It is recommended that the film be stopped in the middle as the guide suggests.
5. View and discuss super 8 mm loop "Let's Talk About Being Mean." 4 minutes - color	5. Synopsis of the animated film: A youngster mistreats everything he comes across. He steps on a sleeping cat, uproots flowers, etc., and seems to delight in his own destructiveness until he goes too far. This loop offers the possibility for discussion of surface and causal reasons for the boy's behavior. There are questions with the loop, but keep in mind that we need to look at his needs, his resources, and his immediate physical setting.
6. Participate in role playing.	6. Role playing is a technique which gives a student the opportunity to assume a role different from his own. It allows the participants to be different people, interact with other people in situations, and experience the consequences. Through role playing the students will gain an understanding of what it feels like to be in a role other than their own and observe how their behavior affects those around them. There are several steps the teacher should follow in presenting the technique to the class. It might help to begin by having the class

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to compare and contrast the causal and the surface approach to behavior by analyzing situations involving himself and others.

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e in ng.	6. Role playing is a technique which gives a student the opportunity to assume a role different from his own. It allows the participants to be different people, interact with other people in situations, and experience the consequences. Through role playing the students will gain an understanding of what it feels like to be in a role other than their own and observe how their behavior affects those around them. There are several steps the teacher should follow in presenting the technique to the class. It might help to begin by having the class	

OBJECTIVE 3. After completing this unit the student will show his understandin
of Behavior and Aggression" by his ability to compare and contras
the surface approach to behavior by analyzing situations involvin
others.

ACTIVITY	CONTENT
6. Participate in role playing. (continued)	define the word "role." You may explain that role playing differs from dramatization in that the students are in a situation where they must act out and defend a viewpoint or role different from their own. After you have discussed the situation and the roles involved with the class, ask for volunteers to play the roles. In the beginning it may be helpful to ask students to participate who seem to understand how someone might feel in the role. Only a description of the situation and the role is given, and the participants must improvise the action. As they act out the presentation, they will be deciding how to solve the problem and hopefully gain an understanding of the roles they are playing. After the roles have been chosen, the stage can be set for the situation. This does not require formal props. Simply arrange the classroom furniture in an imaginary setting. Even though they do not have active parts, students in the audience need to understand the importance of listening and observing in order to evaluate the presentation. You may wish to divide the class into groups and have each group watch the action of one character to decide whether the role is realistic or whether it can be played another way. A vital part of role playing is to discuss the action and the roles

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CONTENT | MATERIALS

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OBJECTIVE 3. After completing this unit the student will show his understa of Behavior and Aggression" by his ability to compare and co the surface approach to behavior by analyzing situations inv others.

ACTIVITY	CONTENT
6. Participate in role playing. (continued)	after the presentation. The students involved in the situation should share with the class how they felt in their new roles. The value of role playing should be seen by their understanding of the role as well as by the feelings and attitudes they express. The students might reenact the situation if they feel there is another or more realistic solution to the problem. The role playing situations listed below might vividly show the difference between the surface and causal approaches. Ask the students to first determine the outcome of each situation using a surface approach and discuss the action and its results. Then have them play the same situation in a causal manner and discuss how it differed from the first presentation. Remind the students that they will be deciding the outcome of the situation as they play their roles. a. Joe, Tom, and Cathy are sitting in the shopping mall talking about why Gail wears the same dress and shoes every day. b. Tom is accused by Mr. James, a teacher, of stealing money from the locker. c. Jane's mother is angry because Jane has come home from shopping so late. d. While Mr. Ferris, a teacher, is walking to class, a student bumps into him and his books and papers fall on the floor.

er completing this unit the student will show his understanding of "A Profile Behavior and Aggression" by his ability to compare and contrast the causal and surface approach to behavior by analyzing situations involving himself and ers.

CONTENT | MATERIALS

after the presentation. The students involved in the situation should share with the class how they felt in their new roles. The value of role playing should be seen by their understanding of the role as well as by the feelings and attitudes they express. The students might reenact the situation if they feel there is another or more realistic solution to the problem. The role playing situations listed below might vividly show the difference between the surface and causal approaches. Ask the students to first determine the outcome of each situation using a surface approach and discuss the action and its results. Then have them play the same situation in a causal manner and discuss how it differed from the first presentation. Remind the students that they will be deciding the outcome of the situation as they play their roles.

a. Joe, Tom, and Cathy are sitting in the shopping mall talking about why Gail wears the same dress and shoes every day.
b. Tom is accused by Mr. James, a teacher, of stealing money from the locker.
c. Jane's mother is angry because Jane has come home from shopping so late.
d. While Mr. Ferris, a teacher, is walking to class, a student bumps into him and his books and papers fall on the floor.

OBJECTIVE 3. After completing this unit the student will show his understandi
of Behavior and Aggression" by his ability to compare and contra
the surface approach to behavior by analyzing situations involvi
others.

ACTIVITY

7. Examine behavior in pictures.

CONTENT

7. The students or the teacher might bring to class magazine and newspaper pictures or home photographs that illustrate the behavior of people. The students could talk about the behavior they see by using a surface approach to explain it and then the behavior they see by using a causal approach. Possible techniques to use:

   a. The class can be divided into small groups in which the pictured behavior can be discussed through both approaches.
   b. Each student can bring in a picture of some behavior for which he has in mind a possible surface reason.

   Each student could individually present the picture with his explanation or let the class respond to the picture before he gives his own analysis.

   a. A writing activity could be developed in relation to the pictures. Some students might want to write two stories about a picture, one using the surface approach and one the causal.

   Whichever method is used to present this activity, the following questions could be used as discussion guides:

   a. Why do you think the person is acting this way in the picture?

r completing this unit the student will show his understanding of "A Profile ehavior and Aggression" by his ability to compare and contrast the causal and surface approach to behavior by analyzing situations involving himself and rs.

CONTENT

r

7. The students or the teacher might bring to class magazine and newspaper pictures or home photographs that illustrate the behavior of people. The students could talk about the behavior they see by using a surface approach to explain it and then the behavior they see by using a causal approach. Possible techniques to use:

   a. The class can be divided into small groups in which the pictured behavior can be discussed through both approaches.
   b. Each student can bring in a picture of some behavior for which he has in mind a possible surface reason.

   Each student could individually present the picture with his explanation or let the class respond to the picture before he gives his own analysis.

   a. A writing activity could be developed in relation to the pictures. Some students might want to write two stories about a picture, one using the surface approach and one the causal.

   Whichever method is used to present this activity, the following questions could be used as discussion guides:

   a. Why do you think the person is acting this way in the picture?

MATERIALS

7. Opaque projector, screen, pictures illustrating behavior

OBJECTIVE 3. After completing this unit the student will show his understan of Behavior and Aggression" by his ability to compare and cont the surface approach to behavior by analyzing situations invol others.

ACTIVITY	CONTENT
7. Examine behavior in pictures. (continued)	b. What needs do you think the person pictured may have? c. What part of the physical setting is involved in the behavior? d. What are some possible resources available to the person in meeting the situations? e. How do you think this person felt about his behavior?
8. Read and react to "Decide."	8. In the Student Book there are some examples of behaviors that the students may use to help them apply the causal approach. Students might be helped to realize that there are no "right" answers.
9. Discussion.	9. Some students may want to discuss the way they feel when people react to them in a "surface" manner. In groups they could discuss the following: a. Think of a situation in which you would like to have been better understood. b. How did you know you were misunderstood? c. What resources did the other person have for understanding you? d. Do you think that if a person looks at another person's basic needs, his resources, and his immediate physical setting, he will have a better understanding of that person? This discussion might lead into poetry writing, song writing, plays, etc.

fter completing this unit the student will show his understanding of "A Profile f Behavior and Aggression" by his ability to compare and contrast the causal and he surface approach to behavior by analyzing situations involving himself and thers.

	CONTENT	MATERIALS
vior	b. What needs do you think the person pictured may have? c. What part of the physical setting is involved in the behavior? d. What are some possible resources available to the person in meeting the situations? e. How do you think this person felt about his behavior?	
ct	8. In the Student Book there are some examples of behaviors that the students may use to help them apply the causal approach. Students might be helped to realize that there are no "right" answers.	8. "Decide," page 19 of Student Book
	9. Some students may want to discuss the way they feel when people react to them in a "surface" manner. In groups they could discuss the following: a. Think of a situation in which you would like to have been better understood. b. How did you know you were misunderstood? c. What resources did the other person have for understanding you? d. Do you think that if a person looks at another person's basic needs, his resources, and his immediate physical setting, he will have a better understanding of that person? This discussion might lead into poetry writing, song writing, plays, etc.	

OBJECTIVE 3. After completing this unit the student will show his understand
of Behavior and Aggression" by his ability to compare and contr
the surface approach to behavior by analyzing situations involv
others.

ACTIVITY	CONTENT
10. Check Point.	10. What evidence do you have that the students are able to compare and contrast the causal and the surface approaches to behavior?

er completing this unit the student will show his understanding of "A Profile Behavior and Aggression" by his ability to compare and contrast the causal and surface approach to behavior by analyzing situations involving himself and ers.

CONTENT	MATERIALS
10. What evidence do you have that the students are able to compare and contrast the causal and the surface approaches to behavior?	

OBJECTIVE 4. After completing this unit the student will show his unders of Behavior and Aggression" by his ability to identify vari when attempting to solve frustrating situations.

ACTIVITY	CONTENT
1. Play "frustrating" games. Discuss feelings and define "frustration."	1. Ask members of the class to bring in games whic one or two persons can play and which provide a challenge. The teacher might also be ready to provide small picture puzzles, mental puzzles, and such items as "Instant Insanity," "Nervous Breakdown," or a "Frustration Ball." Have students work on certain items and then pass them on to other classmates. After puttin away the games, the teacher might begin the discussion with the question: "What feelings did you just have?" or "What made the solution difficult?" Many students might say they felt angry or anxious or successful. This might enable the students to arrive at the definition of frustration used in these units: FRUSTRATION IS (1) BEING BLOCKED FROM REACHING A GOAL, (2) A FEELING OF BEING PREVENTED FROM DOING OR GETTING SOMETHING YOU WANT. The students should add this definition to the back of the Student Book on the Definition of Terms page.
2. Read "Frustration Is."	2. This booklet of cartoons depicts what some teenagers may believe frustration is. Some students may want to list the possible frustration in each cartoon and then attempt to match it with the possible blocked need. This might help identify frustration as being a blocked basic human need. Some students might want to develop their own booklets of "Frustration Is." This might also develop into a bulletin board displa

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to identify various methods people use when attempting to solve frustrating situations.

	CONTENT	MATERIALS
mes. lings ."	1. Ask members of the class to bring in games which one or two persons can play and which provide a challenge. The teacher might also be ready to provide small picture puzzles, mental puzzles, and such items as "Instant Insanity," "Nervous Breakdown," or a "Frustration Ball." Have students work on certain items and then pass them on to other classmates. After putting away the games, the teacher might begin the discussion with the question: "What feelings did you just have?" or "What made the solution difficult?" Many students might say they felt angry or anxious or successful. This might enable the students to arrive at the definition of frustration used in these units: FRUSTRATION IS (1) BEING BLOCKED FROM REACHING A GOAL, (2) A FEELING OF BEING PREVENTED FROM DOING OR GETTING SOMETHING YOU WANT. The students should add this definition to the back of the Student Book on the Definition of Terms page.	1. Students and teacher might provide the games which one or two persons can play
n Is."	2. This booklet of cartoons depicts what some teenagers may believe frustration is. Some students may want to list the possible frustration in each cartoon and then attempt to match it with the possible blocked need. This might help identify frustration as being a blocked basic human need. Some students might want to develop their own booklets of "Frustration Is." This might also develop into a bulletin board display.	2. Booklet entitled "Frustration Is" Available from: Educational Research Council of America, Rockefeller Bldg., Cleveland, Ohio 44113

OBJECTIVE 4. After completing this unit the student will show his understan
of Behavior and Aggression" by his ability to identify various
when attempting to solve frustrating situations.

ACTIVITY	CONTENT
3. Discuss personal frustrations.	3. The students might want to discuss ways in which they have worked out some of their own frustrating situations. Other members of the class might be able to offer some alternative behaviors.
4. Read and discuss "Everybody Has 'Em."	4. This short essay deals with some frustrations all of us have faced since childhood. The class might want to discuss the final question as it applies to a frustration which is presently bothering them.
5. View and discuss sound filmstrip "Failure--A Step Towards Growth." Part 1, 14 minutes Part 2, 13 minutes - color	5. This sound filmstrip discusses numerous persons who have overcome failures or frustrations. A complete teaching guide accompanies the filmstrip.

ter completing this unit the student will show his understanding of "A Profile
Behavior and Aggression" by his ability to identify various methods people use
en attempting to solve frustrating situations.

	CONTENT	MATERIALS
nal	3. The students might want to discuss ways in which they have worked out some of their own frustrating situations. Other members of the class might be able to offer some alternative behaviors.	
uss s	4. This short essay deals with some frustrations all of us have faced since childhood. The class might want to discuss the final question as it applies to a frustration which is presently bothering them.	4. "Everybody Has 'Em," page 21 of Student Book
uss ip tep n." nutes nutes	5. This sound filmstrip discusses numerous persons who have overcome failures or frustrations. A complete teaching guide accompanies the filmstrip.	5. Sound filmstrip, "Failure--A Step Towards Growth" Available from: Guidance Associates, Harcourt, Brace and World, Pleasantville, New York 10570 Filmstrip projector, record player, screen

OBJECTIVE 4. After completing this unit the student will show his unders of Behavior and Aggression" by his ability to identify vari when attempting to solve frustrating situations.

ACTIVITY	CONTENT
6. View and discuss super 8 mm loop.	6. This film loop shows a boy who throws a temper tantrum the moment he is imposed upon. Asked to run an errand, he immediately throws a tantrum. He resists authority, and is frequently in trouble with his parents and teachers. The loop is accompanied by some useful discussion questions.
7. React as a newspaper columnist.	7. This incident from a newspaper gives the studen the problem of providing a possible way for thi person to work out his frustration. Many students read columns about personal problems daily. Maybe some student will bring up the point that sometimes writing to a columnist is the only way a person has for working out his problems. This activity could prove to be of a long-range nature for some students. They coul make a continued study of the frustrations persons write about daily. Answer given by Ann Landers: Ann--Dear C.Q., You don't have to tell anybody to get lost. Just say No. A friend who drops you because you won't help him cheat represents no great loss.

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to identify various methods people use when attempting to solve frustrating situations.

	CONTENT	MATERIALS
scuss loop.	6. This film loop shows a boy who throws a temper tantrum the moment he is imposed upon. Asked to run an errand, he immediately throws a tantrum. He resists authority, and is frequently in trouble with his parents and teachers. The loop is accompanied by some useful discussion questions.	6. Super 8 mm loop, "Let's Talk About Flying Off the Handle" from "Let's Talk About" Available from: Universal Education and Visual Arts, 221 Park Ave. So., New York, N.Y. 10003 Super 8 mm loop projector, screen
	7. This incident from a newspaper gives the student the problem of providing a possible way for this person to work out his frustration. Many students read columns about personal problems daily. Maybe some student will bring up the point that sometimes writing to a columnist is the only way a person has for working out his problems. This activity could prove to be of a long-range nature for some students. They could make a continued study of the frustrations persons write about daily. Answer given by Ann Landers: Ann--Dear C.Q., You don't have to tell anybody to get lost. Just say No. A friend who drops you because you won't help him cheat represents no great loss.	7. Page 22 of Student Book

OBJECTIVE 4. After completing this unit the student will show his understand
of Behavior and Aggression" by his ability to identify various
when attempting to solve frustrating situations.

ACTIVITY	CONTENT	
8. Do independent learning projects on famous fictional or real persons.	8. There are unlimited possibilities for doing independent learning projects on persons who have met frustrations. Students can point out various methods people used when attempting to solve these frustrations.	8
9. Read and react to "Common Reactions to Frustrations."	9. The students are to react to certain situations and relate how they would work out the frustrations. There may be a wide variety of answers that include positive and negative, short- and long-range, and causal and surface approaches to handling the frustrations. The students may give impulsive answers, and if they decide to use non-constructive methods, a discussion using some of these questions might put them on the right track: a. What are you trying to work out? b. Can you do anything else? c. Are you hurting anyone? d. Can you think of anyone you would ask for help?	9
10. Read and discuss "I Can Handle It My Way."	10. A good way to explain Behavior Methods is to draw a large balloon. Then draw arrow heads all around the outside of the balloon. The Behavior Methods are inside the balloon, running around trying to patch up the holes. The concept is widened by describing the balloon as a representative of the individual, and the	10.

ter completing this unit the student will show his understanding of "A Profile Behavior and Aggression" by his ability to identify various methods people use en attempting to solve frustrating situations.

CONTENT	MATERIALS
8. There are unlimited possibilities for doing independent learning projects on persons who have met frustrations. Students can point out various methods people used when attempting to solve these frustrations.	8. Resource materials in the library or learning center
9. The students are to react to certain situations and relate how they would work out the frustrations. There may be a wide variety of answers that include positive and negative, short- and long-range, and causal and surface approaches to handling the frustrations. The students may give impulsive answers, and if they decide to use non-constructive methods, a discussion using some of these questions might put them on the right track: a. What are you trying to work out? b. Can you do anything else? c. Are you hurting anyone? d. Can you think of anyone you would ask for help?	9. "Common Reactions to Frustrations," page 23 of Student Book, paper and pencil
10. A good way to explain Behavior Methods is to draw a large balloon. Then draw arrow heads all around the outside of the balloon. The Behavior Methods are inside the balloon, running around trying to patch up the holes. The concept is widened by describing the balloon as a representative of the individual, and the	10. "I Can Handle It My Way," page 26 of Student Book

OBJECTIVE 4. After completing this unit the student will show his understa
of Behavior and Aggression" by his ability to identify variou
when attempting to solve frustrating situations.

ACTIVITY	CONTENT
10. Read and discuss "I Can Handle It My Way." (continued)	balloon as the way one feels or one's own picture of oneself (EGO). The arrows represent the many different things that happen during a particular day which try to mar the ideal picture one has of oneself.
	Example: Let's say you think of yourself as having a good personality and being well liked, good looking, and being a rather well-rounded person. During the day many different things happen which puncture this self-image. The arrows are such things as waking up and discovering that you have a blemish on your nose, that your hair won't comb quite right, that your girlfriend wants to break up, that most of your friends are mad at you, etc. The behavior methods come into play to help one survive such tarnishing situations.
	Point out that frustration occurs when a barrier develops between you and a particular goal or need. It is the barrier that causes the frustration. Therefore, frustration is the inability to satisfy a need at a specific moment and the feeling you have about the blocking. At this time the three major ways an individual can cope with a frustrating situation can be emphasized:

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to identify various methods people use when attempting to solve frustrating situations.

	CONTENT	MATERIALS
Can My	balloon as the way one feels or one's own picture of oneself (EGO). The arrows represent the many different things that happen during a particular day which try to mar the ideal picture one has of oneself.	

Example: Let's say you think of yourself as having a good personality and being well liked, good looking, and being a rather well-rounded person. During the day many different things happen which puncture this self-image. The arrows are such things as waking up and discovering that you have a blemish on your nose, that your hair won't comb quite right, that your girlfriend wants to break up, that most of your friends are mad at you, etc. The behavior methods come into play to help one survive such tarnishing situations.

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OBJECTIVE 4. After completing this unit the student will show his understand of Behavior and Aggression" by his ability to identify various when attempting to solve frustrating situations.

ACTIVITY	CONTENT
10. Read and discuss "I Can Handle It My Way." (continued)	a. One can work through the barrier, toward the goal. Once this has been accomplished, there is no longer any frustration because the barrier no longer exists. This type of reaction to a frustrating situation is probably used the least of the three because it takes the longest to reach the goal. On the other hand, once the goal is reached it is definitely the most rewarding and satisfying. b. One can change the goal; thus frustration is averted because the blocked goal is no longer present, and a new goal is substituted, one which has no barriers enroute to satisfying the new substitute goal. c. One can forget about the goal without making a substitution. Frustration no longer exists because there is no longer a goal to be blocked. Everyone uses various behavior mechanisms (methods) to cope with frustrations. However, it is healthy for an individual to learn to use mechanisms (methods) that solve the frustrations rather than become dependent on methods which avoid facing the problem. The students might read the three stories and come to understand that each of the individuals handles the situation differently. In the first one, the person works through the barrier. In the second, he changes the goal. In the third, he forgets about the goal.

er completing this unit the student will show his understanding of "A Profile Behavior and Aggression" by his ability to identify various methods people use n attempting to solve frustrating situations.

CONTENT

MATERIALS

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b. One can change the goal; thus frustration is averted because the blocked goal is no longer present, and a new goal is substituted, one which has no barriers enroute to satisfying the new substitute goal.
c. One can forget about the goal without making a substitution. Frustration no longer exists because there is no longer a goal to be blocked.

Everyone uses various behavior mechanisms (methods) to cope with frustrations. However, it is healthy for an individual to learn to use mechanisms (methods) that solve the frustrations rather than become dependent on methods which avoid facing the problem.

The students might read the three stories and come to understand that each of the individuals handles the situation differently. In the first one, the person works through the barrier. In the second, he changes the goal. In the third, he forgets about the goal.

OBJECTIVE 4. After completing this unit the student will show his unders of Behavior and Aggression" by his ability to identify vari when attempting to solve frustrating situations.

ACTIVITY	CONTENT
11. Read and discuss "Methods Persons Use in Unsatisfactory Situations."	11. The students who are interested in this activity may begin by reading pages 8-12 of "Guiding Our Development," which deals with Behavior Methods. The students may want to fit these nine mechanisms into the three methods mentioned in Activity 10. Then the students may want to decide which method is being used in each of the nine examples given in the Student Book. Possible answers might be: a. Blame others for problems b. Identify with the achievements of another person or group, or with his possessions c. Escape into fantasy d. Run away from the problem e. Withdraw into themselves f. Become ill g. Think up excuses or rationalize h. Ignore the problem i. Strike out at others
12. Check Point.	12. What evidence do you have that the students are able to identify various methods and behaviors people use when attempting to solve frustrating situations?

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to identify various methods people use when attempting to solve frustrating situations.

CONTENT	MATERIALS
11. The students who are interested in this activity may begin by reading pages 8-12 of "Guiding Our Development," which deals with Behavior Methods. The students may want to fit these nine mechanisms into the three methods mentioned in Activity 10. Then the students may want to decide which method is being used in each of the nine examples given in the Student Book. Possible answers might be: a. Blame others for problems b. Identify with the achievements of another person or group, or with his possessions c. Escape into fantasy d. Run away from the problem e. Withdraw into themselves f. Become ill g. Think up excuses or rationalize h. Ignore the problem i. Strike out at others	11. "Guiding Our Development: Examining Our Experiences" Available from: Educational Research Council of America, Rock*efeller Bldg.*, Cleveland, Ohio 44113 "Methods Persons Use in Unsatisfactory Situations," page 28 of Student Book
12. What evidence do you have that the students are able to identify various methods and behaviors people use when attempting to solve frustrating situations?	

OBJECTIVE 5. After completing this unit the student will show his understan
of Behavior and Aggression" by his ability to describe the proc
frustrating situation may lead to aggression.

ACTIVITY	CONTENT	
1. View and discuss film "Mr. Finley's Feelings." 10 minutes - color	1. Synopsis of film: "Mr. Finley's Feelings" is an animated film about reactions to emotional stresses and frustrations. Tom Finley gets into a series of difficulties as his emotional tensions and frustrations build up. He finally gains some insight which enables him to appraise the situation, and he says in closing, "I knew then that a guy could get himself into a whale of a lot of trouble if he didn't understand what his feelings could do to him. I've got plenty more to learn, I know. It's not going to be too simple or easy, but I'm sure going to try." This film is excellent for analyzing the process by which frustration may lead to aggression and aggressive feelings. Students may want to list and discuss the various forms of aggressive behavior and the various frustrating situations experienced by each person. A discussion guide accompanies the film.	1

er completing this unit the student will show his understanding of "A Profile
Behavior and Aggression" by his ability to describe the process by which a
strating situation may lead to aggression.

	CONTENT	MATERIALS
ss ey's olor	1. Synopsis of film: "Mr. Finley's Feelings" is an animated film about reactions to emotional stresses and frustrations. Tom Finley gets into a series of difficulties as his emotional tensions and frustrations build up. He finally gains some insight which enables him to appraise the situation, and he says in closing, "I knew then that a guy could get himself into a whale of a lot of trouble if he didn't understand what his feelings could do to him. I've got plenty more to learn, I know. It's not going to be too simple or easy, but I'm sure going to try." This film is excellent for analyzing the process by which frustration may lead to aggression and aggressive feelings. Students may want to list and discuss the various forms of aggressive behavior and the various frustrating situations experienced by each person. A discussion guide accompanies the film.	1. Film, "Mr. Finley's Feelings" Available from: Metropolitan Life, One Madison Ave., New York, New York 10010 Screen, film projector

OBJECTIVE 5. After completing this unit the student will show his understa of Behavior and Aggression" by his ability to describe the p frustrating situation may lead to aggression.

ACTIVITY	CONTENT
2. Read and discuss "What Did They Solve?"	2. Two examples of frustrating situations and the resulting aggressive behavior are presented on this student page. Most youth have experienced such situations whether directly or indirectly, and could discuss how these situations come about or how they could be handled more constructively. After reading and discussing these situations, students may want to tell about similar experiences and other types of aggressive behavior which resulted. Questions which appear on the student page may also help them to think and reason with the causal approach in mind.
3. Read and discuss the poem "Frustration" and express personal frustrations through individual projects.	3. The poem expresses the frustrations of a young boy named Sam. It can be read individually and discussed, recorded, used as a choral reading, or dramatized. Possible discussion questions: a. What need is Sam trying to satisfy? b. How would you feel if you were Sam? c. What do you think Sam means by "I won't wait forever"? d. What do you think Sam means by "I may decide I'll never"? e. What aggressive behavior might Sam show?

fter completing this unit the student will show his understanding of "A Profile f Behavior and Aggression" by his ability to describe the process by which a rustrating situation may lead to aggression.

	CONTENT	MATERIALS
cuss ey e -	2. Two examples of frustrating situations and the resulting aggressive behavior are presented on this student page. Most youth have experienced such situations whether directly or indirectly, and could discuss how these situations come about or how they could be handled more constructively. After reading and discussing these situations, students may want to tell about similar experiences and other types of aggressive behavior which resulted. Questions which appear on the student page may also help them to think and reason with the causal approach in mind.	2. "What Did They Solve?" page 31 of Student Book, paper and pencil
cuss us- onal	3. The poem expresses the frustrations of a young boy named Sam. It can be read individually and discussed, recorded, used as a choral reading, or dramatized. Possible discussion questions: a. What need is Sam trying to satisfy? b. How would you feel if you were Sam? c. What do you think Sam means by "I won't wait forever"? d. What do you think Sam means by "I may decide I'll never"? e. What aggressive behavior might Sam show?	3. Poem, "Frustration," page 35 of Student Book

OBJECTIVE 5. After completing this unit the student will show his understand
of Behavior and Aggression" by his ability to describe the proc
frustrating situation may lead to aggression.

ACTIVITY	CONTENT
3. Read and discuss the poem "Frustration" and express personal frustrations through individual projects. (continued)	After reading the poem, the class may want to express their own feelings about frustrations and how they can lead to aggression. This could be done through: a. Writing a story, play, or poem b. One-sentence expression of feeling c. Drawing a cartoon or comic strip d. Making a tape recording of one frustration from each class member e. Finding pictures that show personal frustration Students can share their projects with the class and further express their feelings. Class discussion could be based on: a. How do you feel when you are frustrated? b. What kinds of things happen to you when you are frustrated? c. What things do you think about? d. How does your stomach feel? e. What kind of expression shows on your face?

er completing this unit the student will show his understanding of "A Profile Behavior and Aggression" by his ability to describe the process by which a strating situation may lead to aggression.

CONTENT MATERIALS

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After reading the poem, the class may want to express their own feelings about frustrations and how they can lead to aggression. This could be done through:

a. Writing a story, play, or poem
b. One-sentence expression of feeling
c. Drawing a cartoon or comic strip
d. Making a tape recording of one frustration from each class member
e. Finding pictures that show personal frustration

Students can share their projects with the class and further express their feelings. Class discussion could be based on:

a. How do you feel when you are frustrated?
b. What kinds of things happen to you when you are frustrated?
c. What things do you think about?
d. How does your stomach feel?
e. What kind of expression shows on your face?

OBJECTIVE 5. After completing this unit the student will show his understa
of Behavior and Aggression" by his ability to describe the pr
frustrating situation may lead to aggression.

ACTIVITY	CONTENT
	SYNOPSIS:
4. View and discuss "Understanding Stresses and Strains." 10 minutes - color	4. Through the use of animated cartoon characters, this film shows the process by which our mental stresses, strains, and frustrations may affect our actions and our physical being. "Understanding Stresses and Strains" would be appealing to students and particularly effective in discussing the internal aspects of a person's reaction to frustration. A teaching guide with study questions accompanies the film. Other points for discussion are: a. Why would a person react to stresses with aggressive behavior? b. How can a frustrating situation become a mental strain? c. How do you feel when you meet a frustration? d. How is your physical reaction related to your mental reaction to stresses, strains, and frustrations?
5. Develop a bulletin board.	5. Articles from a newspaper study and comics from another study might be good material for a bulletin board. Students often enjoy designing and arranging the subject matter for the bulletin board, so several might want to be responsible for the project. Students may want to participate in deciding on a title and theme for the board.

ter completing this unit the student will show his understanding of "A Profile
Behavior and Aggression" by his ability to describe the process by which a
ustrating situation may lead to aggression.

	CONTENT	MATERIALS
	SYNOPSIS:	
uss g color	4. Through the use of animated cartoon characters, this film shows the process by which our mental stresses, strains, and frustrations may affect our actions and our physical being. "Understanding Stresses and Strains" would be appealing to students and particularly effective in discussing the internal aspects of a person's reaction to frustration. A teaching guide with study questions accompanies the film. Other points for discussion are: a. Why would a person react to stresses with aggressive behavior? b. How can a frustrating situation become a mental strain? c. How do you feel when you meet a frustration? d. How is your physical reaction related to your mental reaction to stresses, strains, and frustrations?	4. Film, "Understanding Stresses and Strains" Available from: Educational Material Co., 666 Busse Highway, Park Ridge, Ill. 60068 Screen, film projector
d.	5. Articles from a newspaper study and comics from another study might be good material for a bulletin board. Students often enjoy designing and arranging the subject matter for the bulletin board, so several might want to be responsible for the project. Students may want to participate in deciding on a title and theme for the board.	5. Bulletin board, pins, thumbtacks

OBJECTIVE 5. After completing this unit the student will show his understand
of Behavior and Aggression" by his ability to describe the proc
frustrating situation may lead to aggression.

ACTIVITY	CONTENT	
6. Read and give reports of short stories.	6. Literature offers a great variety of stories dealing with frustrating situations. Numerous selections express the feelings associated with frustration, ways of overcoming those feelings, and often the aggressive feelings and behavior which may result from experiencing a frustrating situation. The teacher might suggest some titles and authors, or the student may want to find stories that are appropriate. Reports might be: a. Written b. Presented orally c. Used for small group discussion d. Recorded on tape e. Illustrated with drawings or photographs f. Used for bulletin board display The selections listed below give the student an opportunity to examine the feelings and the process by which a frustrating situation may lead to aggressive behavior.	6

er completing this unit the student will show his understanding of "A Profile
Behavior and Aggression" by his ability to describe the process by which a
strating situation may lead to aggression.

CONTENT	MATERIALS
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OBJECTIVE 5. After completing this unit the student will show his unders
of Behavior and Aggression" by his ability to describe the
frustrating situation may lead to aggression.

ACTIVITY	CONTENT
6. Read and give reports of short stories. (continued)	a. "Fight in the Gym" - E. R. Braithwaite
	b. "The Day I Learned Shame" - Dick Gregory
	c. "Charles" - Shirley Jackson

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to describe the process by which a frustrating situation may lead to aggression.

Y	CONTENT	MATERIALS
ive ies.)	a. "Fight in the Gym" - E. R. Braithwaite	a. From: Maturity: Growing Up Strong Available from: Scholastic Book Services, A Division of Scholastic Magazines, Inc., 50 West 44th St., New York, N. Y. 10036
	b. "The Day I Learned Shame" - Dick Gregory	b. From: Playing It Cool, Crossroads Series Available from: Noble and Noble Publishers, 750 Third Ave., New York, N. Y. 10017
	c. "Charles" - Shirley Jackson	c. From: Crosscurrents Action Series Available from: Houghton Mifflin, 110 Fremont Street, Boston, Mass. 02107

OBJECTIVE 5. After completing this unit the student will show his understand of Behavior and Aggression" by his ability to describe the proc frustrating situation may lead to aggression.

ACTIVITY	CONTENT
7. Select and analyze newspaper articles on frustration.	7. Newspapers are a valuable resource in studying frustrations and aggression. Numerous articles report aggressive acts daily. Some tell the causes of the aggression, but more often the reporting follows the surface approach and describes only the aggressive act. As students search the newspaper for articles dealing with aggression, they may note that many articles do not include the causes or possible reasons for aggression. If so, they may want to speculate about why some reports take the surface approach. Suggested discussion questions: a. What could have been the frustrating situations? b. What were the probable causes of the aggressive acts? c. Why do you think the person(s) resorted to the use of aggression? d. How would you apply the behavior equation (learned in Objective 4) to the news stories? e. What else could the person(s) have done?
8. Assemble a collection of comics and cartoons.	8. Frustrating situations appear in comic strips quite often. Some students may want to find comic examples of frustrating situations that lead to aggression. Other more artistic students may want to draw their own comic strips which illustrate how a frustrating situation might lead to aggression.

er completing this unit the student will show his understanding of "A Profile Behavior and Aggression" by his ability to describe the process by which a strating situation may lead to aggression.

CONTENT

7. Newspapers are a valuable resource in studying frustrations and aggression. Numerous articles report aggressive acts daily. Some tell the causes of the aggression, but more often the reporting follows the surface approach and describes only the aggressive act. As students search the newspaper for articles dealing with aggression, they may note that many articles do not include the causes or possible reasons for aggression. If so, they may want to speculate about why some reports take the surface approach.

   Suggested discussion questions:

   a. What could have been the frustrating situations?
   b. What were the probable causes of the aggressive acts?
   c. Why do you think the person(s) resorted to the use of aggression?
   d. How would you apply the behavior equation (learned in Objective 4) to the news stories?
   e. What else could the person(s) have done?

8. Frustrating situations appear in comic strips quite often. Some students may want to find comic examples of frustrating situations that lead to aggression.

   Other more artistic students may want to draw their own comic strips which illustrate how a frustrating situation might lead to aggression.

MATERIALS

7. Newspapers,
   scissors,
   paper and pencil

OBJECTIVE 5. After completing this unit the student will show his under of Behavior and Aggression" by his ability to describe the frustrating situation may lead to aggression.

ACTIVITY	CONTENT
9. View and discuss Super 8mm film loop "Let's Talk About ... Disrupting Things." Approx. 4 minutes - color	9. Synopsis of film loop: The boy pictured in the loop seems to enjoy making a nuisance of himself. He disrupts conversations, plays practical jokes, and annoys his fellow students. A film guide accompanies this film loop.
10. Read and discuss "Last Period Class."	10. Dan and Tom, two students in the same class, feel the same frustration--it's been a long day, they want school to end, they want to pla football. How does each handle the situation? Dan proceeds to start a fight and has to stay after school. Tom participates in a small group discussion (putting his original need to play football in the background for the time being). When school is over he is able to lea promptly to play football, while the first boy still is not able to satisfy his original goal Questions for consideration:

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to describe the process by which a frustrating situation may lead to aggression.

TY	CONTENT	MATERIALS
discuss film 's Talk Dis- hings." minutes	9. Synopsis of film loop: The boy pictured in the loop seems to enjoy making a nuisance of himself. He disrupts conversations, plays practical jokes, and annoys his fellow students. A film guide accompanies this film loop.	9. Super 8mm loop "Let's Talk About ... Disrupting Things" Available from: Universal Education and Visual Arts, A Division of Universal Studios, Inc., 221 Park Ave. So., New York, N.Y. 100 Super 8mm loop projector, screen
discuss od	10. Dan and Tom, two students in the same class, feel the same frustration--it's been a long day, they want school to end, they want to play football. How does each handle the situation? Dan proceeds to start a fight and has to stay after school. Tom participates in a small group discussion (putting his original need to play football in the background for the time being). When school is over he is able to leave promptly to play football, while the first boy still is not able to satisfy his original goal. Questions for consideration:	10. "Last Period Class," page 36 of Student Book, paper and pencil

OBJECTIVE 5. After completing this unit the student will show his understandi of Behavior and Aggression" by his ability to describe the proce frustrating situation may lead to aggression.

ACTIVITY	CONTENT
10. Read and discuss "Last Period Class." (continued)	a. What approach did Dan use? b. How did Tom substitute or forget about his goal for the time being? c. Which boy was more satisfied at the end of the school day?
11. Check Point.	11. What evidence do you have that the students can describe the process by which a frustrating situation may lead to aggression?

er completing this unit the student will show his understanding of "A Profile Behavior and Aggression" by his ability to describe the process by which a strating situation may lead to aggression.

	CONTENT	MATERIALS
uss	a. What approach did Dan use? b. How did Tom substitute or forget about his goal for the time being? c. Which boy was more satisfied at the end of the school day?	
	11. What evidence do you have that the students can describe the process by which a frustrating situation may lead to aggression?	

OBJECTIVE 6. After completing this unit the student will show his understan
of Behavior and Aggression" by his ability to apply his knowle
daily living by considering various alternatives and their sho
effects in constructively resolving frustrating situations.

ACTIVITY	CONTENT
1. Read and discuss "What Are Some Alternatives?" and write definitions in the vocabulary list.	1. The behavior equation shows that behavior has causes. However, one cause can result in a variety of behaviors. At this point, the students should be able to understand that there are alternative ways of behaving in a particular situation. They also need to consider the short- and long-term effects of the alternatives. The activity in the Student Book gives the students experience in dealing with alternative behaviors and short- and long-term effects of particular alternatives. Prior to the class doing the activity, the following definitions should be presented and discussed with the students and included on the Definition of Terms page. ALTERNATIVE BEHAVIOR - ANOTHER WAY OF BEHAVING SHORT-TERM EFFECT - THE RESULT OF A PARTICULAR BEHAVIOR RIGHT NOW LONG-TERM EFFECT - THE RESULT OF A PARTICULAR BEHAVIOR AT SOME FUTURE TIME

fter completing this unit the student will show his understanding of "A Profile f Behavior and Aggression" by his ability to apply his knowledge of behavior to aily living by considering various alternatives and their short- and long-term ffects in constructively resolving frustrating situations.

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CONTENT

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   The activity in the Student Book gives the students experience in dealing with alternative behaviors and short- and long-term effects of particular alternatives.

   Prior to the class doing the activity, the following definitions should be presented and discussed with the students and included on the Definition of Terms page.

   ALTERNATIVE BEHAVIOR - ANOTHER WAY OF BEHAVING

   SHORT-TERM EFFECT - THE RESULT OF A PARTICULAR BEHAVIOR RIGHT NOW

   LONG-TERM EFFECT - THE RESULT OF A PARTICULAR BEHAVIOR AT SOME FUTURE TIME

MATERIALS

1. "What Are Some Alternatives?" page 38 of Student Book

OBJECTIVE 5. After completing this unit the student will show his understand
of Behavior and Aggression" by his ability to apply his knowled
daily living by considering various alternatives and their shor
effects in constructively resolving frustrating situations.

ACTIVITY	CONTENT	
2. Develop and use the "Answering Bulletin Board."	2. A special place in the room could be set aside for a bulletin board display entitled "FRUSTRATIONS OF THE DAY." A figurehead can be used for the students to write to such as Dear Sloopy, Dear Frustie, or Dear Tions. A group of students can be responsible for writing serious answers to the frustration letters of their classmates. Time could be given for these students to meet to discuss and answer the frustrations. The answers should include some alternatives and some of the effects of each. The frustrated person could then look at the effects of a possible behavior and choose a behavior he considers appropriate. The bulletin board could work like this: On the board have a box marked "FRUSTRATIONS OF THE DAY." Students can place their frustrations in the box. Replies to the frustrations can be placed in another box attached to the bulletin board and marked "POSSIBLE ALTERNATIVES." The teacher could emphasize with the group working on resolving the frustrating situations that their job is confidential, serious business, and should be handled as such. The teacher may want to write several frustrations to put in the "frustration box" or display on the board to get the activity moving. This activity could continue throughout the unit, alternating the student group in charge of answering the frustrations.	2

d ter completing this unit the student will show his understanding of "A Profile
d Behavior and Aggression" by his ability to apply his knowledge of behavior to
r ily living by considering various alternatives and their short- and long-term
fects in constructively resolving frustrating situations.

	CONTENT	MATERIALS
2 se g d."	2. A special place in the room could be set aside for a bulletin board display entitled "FRUSTRATIONS OF THE DAY." A figurehead can be used for the students to write to such as Dear Sloopy, Dear Frustie, or Dear Tions. A group of students can be responsible for writing serious answers to the frustration letters of their classmates. Time could be given for these students to meet to discuss and answer the frustrations. The answers should include some alternatives and some of the effects of each. The frustrated person could then look at the effects of a possible behavior and choose a behavior he considers appropriate. The bulletin board could work like this: On the board have a box marked "FRUSTRATIONS OF THE DAY." Students can place their frustrations in the box. Replies to the frustrations can be placed in another box attached to the bulletin board and marked "POSSIBLE ALTERNATIVES." The teacher could emphasize with the group working on resolving the frustrating situations that their job is confidential, serious business, and should be handled as such. The teacher may want to write several frustrations to put in the "frustration box" or display on the board to get the activity moving. This activity could continue throughout the unit, alternating the student group in charge of answering the frustrations.	2. Boxes for bulletin board, colored paper, lettering for captions

OBJECTIVE 5. After completing this unit the student will show his unders of Behavior and Aggression" by his ability to apply his kno daily living by considering various alternatives and their effects in constructively resolving frustrating situations.

ACTIVITY	CONTENT
3. View TV programs and complete TV viewing guide.	3. There may be several students who can watch TV programs and record the following items: a. What were the frustrating situations during the story? b. Why do you think they were frustrations? c. How were the frustrations resolved? What wer the effects of the way the frustrations were resolved? d. What factors (needs, self, and place from the Behavior Equation) would you have considered in each of the frustrating situation presented in the program? e. What alternatives for solving the frustrations would you suggest? f. Why do you suggest these alternatives? (In answering these questions the student might talk about the possible effects of the alternative he chose to resolve the frustrating situation.) The TV Viewing Guide in the Student Book will assist the student in recording important information on the program he decides to view. Assig ing a particular program ahead of time will be helpful. The results of the TV viewing can be shared wit the entire class or in small groups. It might also be possible for the class to view the same program during class time and then discuss the questions listed above.

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to apply his knowledge of behavior to daily living by considering various alternatives and their short- and long-term effects in constructively resolving frustrating situations.

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CONTENT

3. There may be several students who can watch TV programs and record the following items:
   a. What were the frustrating situations during the story?
   b. Why do you think they were frustrations?
   c. How were the frustrations resolved? What were the effects of the way the frustrations were resolved?
   d. What factors (needs, self, and place from the Behavior Equation) would you have considered in each of the frustrating situations presented in the program?
   e. What alternatives for solving the frustrations would you suggest?
   f. Why do you suggest these alternatives? (In answering these questions the student might talk about the possible effects of the alternative he chose to resolve the frustrating situation.)

The TV Viewing Guide in the Student Book will assist the student in recording important information on the program he decides to view. Assigning a particular program ahead of time will be helpful.

The results of the TV viewing can be shared with the entire class or in small groups.

It might also be possible for the class to view the same program during class time and then discuss the questions listed above.

MATERIALS

3. TV Viewing Guide, page 40 of Student Book

OBJECTIVE 5. After completing this unit the student will show his understandi of Behavior and Aggression" by his ability to apply his knowledg daily living by considering various alternatives and their short effects in constructively resolving frustrating situations.

ACTIVITY	CONTENT	
4. Participate in music activity.	4. Students may know several popular songs which tell of frustrating situations, the alternatives, and the effects of the alternatives. When listening to the songs, the class might discuss why the author wrote the song. Following are some possible questions for discussion: a. What is the frustrating situation? b. Why do you think it is a frustration? c. What may have motivated a person to write such a song? d. What alternative would you suggest in this situation and what short- and long-term effects may occur from each?	4.
5. Read about the frustrations of others.	5. The students may want to investigate the frustrations of personalities in history, current events, or fiction. They can present their findings as a book report, oral report, research project, or a dramatization. The following questions could be guidelines in formulating their presentations: a. What were the frustrations in the life of the individual? b. What alternatives to the frustrating situations did the individual have? c. Why do you think the individual chose the alternative(s) he did?	5.

er completing this unit the student will show his understanding of "A Profile Behavior and Aggression" by his ability to apply his knowledge of behavior to ly living by considering various alternatives and their short- and long-term ects in constructively resolving frustrating situations.

CONTENT	MATERIALS
4. Students may know several popular songs which tell of frustrating situations, the alternatives, and the effects of the alternatives. When listening to the songs, the class might discuss why the author wrote the song. Following are some possible questions for discussion: a. What is the frustrating situation? b. Why do you think it is a frustration? c. What may have motivated a person to write such a song? d. What alternative would you suggest in this situation and what short- and long-term effects may occur from each?	4. Record player
5. The students may want to investigate the frustrations of personalities in history, current events, or fiction. They can present their findings as a book report, oral report, research project, or a dramatization. The following questions could be guidelines in formulating their presentations: a. What were the frustrations in the life of the individual? b. What alternatives to the frustrating situations did the individual have? c. Why do you think the individual chose the alternative(s) he did?	5. Books and resource materials in library or learning center, paper and pencil

OBJECTIVE 5. After completing this unit the student will show his understa of Behavior and Aggression" by his ability to apply his knowl daily living by considering various alternatives and their sh effects in constructively resolving frustrating situations.

ACTIVITY	CONTENT
5. Read about the frustrations of others. (continued)	d. What were the effects of the alternative(s) the individual chose? e. What alternatives would you suggest and what would be their effects?
6. Role playing.	6. (See instructions for role playing, page 48.) The students involved in the role playing situations will think of two or more alternative behaviors to each situation and act them out. Keeping in mind the effects of each alternative, the class should decide which behavior worked best in solving the problem. The teacher may put the following role playing situations on separate index cards and distribute them to the students presenting the activity. The class may wish to devise some situations of their own as well. a. Bob and Sandy are discussing their friends with Mom and Dad. Their parents feel that there are certain people with whom they should not associate. Sandy and Bob feel they should be able to pick their own friends. b. Sue and her gym teacher are discussing the uniform requirement for gym class. Sue feels she should not have to dress in that suit for gym class. Mrs. Showers, the teacher, thinks that a gym suit is necessary to participate properly in the gym activities.

fter completing this unit the student will show his understanding of "A Profile f Behavior and Aggression" by his ability to apply his knowledge of behavior to aily living by considering various alternatives and their short- and long-term ffects in constructively resolving frustrating situations.

	CONTENT	MATERIALS
he	d. What were the effects of the alternative(s) the individual chose? e. What alternatives would you suggest and what would be their effects?	
.	6. (See instructions for role playing, page 48.) The students involved in the role playing situations will think of two or more alternative behaviors to each situation and act them out. Keeping in mind the effects of each alternative, the class should decide which behavior worked best in solving the problem. The teacher may put the following role playing situations on separate index cards and distribute them to the students presenting the activity. The class may wish to devise some situations of their own as well. a. Bob and Sandy are discussing their friends with Mom and Dad. Their parents feel that there are certain people with whom they should not associate. Sandy and Bob feel they should be able to pick their own friends. b. Sue and her gym teacher are discussing the uniform requirement for gym class. Sue feels she should not have to dress in that suit for gym class. Mrs. Showers, the teacher, thinks that a gym suit is necessary to participate properly in the gym activities.	6. Index cards with role playing situations

OBJECTIVE 5. After completing this unit the student will show his understa
of Behavior and Aggression" by his ability to apply his knowl
daily living by considering various sh
effects in constructively resolving frustrating situations.

ACTIVITY	CONTENT
6. Role playing. (continued)	c. Most of the kids you hang around with are working on a civic project together. You were absent on the day they picked groups, and therefore were left out. You want to work with your friends, but they are not allowed to have any more people in the group. Possible questions for discussion after the presentations are: a. How realistic was each alternative behavior? b. How else might the problem have been worked out? c. What were the effects of the alternative behaviors on each person involved in the situation?
7. Read and discuss "Keeping Your Cool."	7. "Keeping Your Cool" describes the alternatives students can take in frustrating situations which are common to their age. The final section of the chapter presents three situations which are unfinished and left open for the students to decide which alternative behavior would help solve the frustration. It is important for the students to understand that some alternative behaviors do not alleviate the problem. Students need to recognize constructive solutions.

fter completing this unit the student will show his understanding of "A Profile f Behavior and Aggression" by his ability to apply his knowledge of behavior to aily living by considering various short- and long-term ffects in constructively resolving frustrating situations.

	CONTENT	MATERIALS
.	c. Most of the kids you hang around with are working on a civic project together. You were absent on the day they picked groups, and therefore were left out. You want to work with your friends, but they are not allowed to have any more people in the group.	
	Possible questions for discussion after the presentations are:	
	a. How realistic was each alternative behavior? b. How else might the problem have been worked out? c. What were the effects of the alternative behaviors on each person involved in the situation?	
cuss f	7. "Keeping Your Cool" describes the alternatives students can take in frustrating situations which are common to their age. The final section of the chapter presents three situations which are unfinished and left open for the students to decide which alternative behavior would help solve the frustration. It is important for the students to understand that some alternative behaviors do not alleviate the problem. Students need to recognize constructive solutions.	7. "Keeping Your Cool," pp. 95-103 of Maturity: Growing Up Strong, Scope/Literature Available from: Scholastic Book Services, A Division of Scholastic Mag. Inc., 50 West 44th St., New York, New York 10036

OBJECTIVE 5. After completing this unit the student will show his understan
of Behavior and Aggression" by his ability to apply his knowle
daily living by considering various alternatives and their sho
effects in constructively resolving frustrating situations.

ACTIVITY	CONTENT
8. Read and discuss newspaper columns of "Dear Ann Landers" or "Dear Abby."	8. One way some people deal with frustrations is to write to newspaper columnists and ask for help. These frustrations and the columnists' answers could be used in discussing frustrations, the possible alternatives, and the effects of the alternatives. Suggested discussion questions: a. What might be the needs of the person writing this letter? b. What alternatives do you see for the individual in this situation? c. What possible effects do you see resulting from the various alternatives? The teacher might want to personalize the discussion by asking more direct questions such as: a. What might you do in this situation? b. What alternatives would you consider in this situation? Effects?
9. Participate in small-group discussions.	9. Small-group discussions may be effective to examine alternatives and their effects in resolving frustrating situations. Either the teacher or the students can compose short stories that reflect frustrating situations for adolescents. These stories could be discussed and the results of the discussion written down by someone in the group and given to the teacher. The results could then be used as a discussion activity or

fter completing this unit the student will show his understanding of "A Profile f Behavior and Aggression" by his ability to apply his knowledge of behavior to aily living by considering various alternatives and their short- and long-term ffects in constructively resolving frustrating situations.

	CONTENT	MATERIALS
cuss lumns	8. One way some people deal with frustrations is to write to newspaper columnists and ask for help. These frustrations and the columnists' answers could be used in discussing frustrations, the possible alternatives, and the effects of the alternatives. Suggested discussion questions: a. What might be the needs of the person writing this letter? b. What alternatives do you see for the individual in this situation? c. What possible effects do you see resulting from the various alternatives? The teacher might want to personalize the discussion by asking more direct questions such as: a. What might you do in this situation? b. What alternatives would you consider in this situation? Effects?	8. Columns found in newspapers
in	9. Small-group discussions may be effective to examine alternatives and their effects in resolving frustrating situations. Either the teacher or the students can compose short stories that reflect frustrating situations for adolescents. These stories could be discussed and the results of the discussion written down by someone in the group and given to the teacher. The results could then be used as a discussion activity or	9. Pencil, paper, original short stories

OBJECTIVE 5. After completing this unit the student will show his understandi of Behavior and Aggression" by his ability to apply his knowledg daily living by considering various alternatives and their short effects in constructively resolving frustrating situations.

ACTIVITY	CONTENT
9. Participate in small group discussions. (continued)	an evaluation device to determine student growth toward the attainment of the objective. Suggested topics for stories: a. Cheating b. School rules c. Cafeteria behavior d. Parent-teacher communication
10. Take a field trip. Ask questions about frustrations.	10. Students may be going on a field trip planned in another class, or they may want to plan a trip for this class. They could visit such places as city hall, an airport, a museum, a local business concern, or a factory. During the visit, they could ask the following questions: a. What are the frustrations in your work? b. What are the alternatives available to you in dealing with the frustrations? c. What might be the effects of choosing the various alternatives? The results of the field trip experience can be shared with the class.
11. Interview adults about frustrations.	11. Interviewing parents, teachers, and other adults concerning the frustrations they face, the alternatives they consider, and the effects of the frustration may be an interesting project for several students. The information gathered can be shared with the class in a variety of ways.

r completing this unit the student will show his understanding of "A Profile ehavior and Aggression" by his ability to apply his knowledge of behavior to y living by considering various alternatives and their short- and long-term cts in constructively resolving frustrating situations.

CONTENT MATERIALS

an evaluation device to determine student growth toward the attainment of the objective.

Suggested topics for stories:

a. Cheating
b. School rules
c. Cafeteria behavior
d. Parent-teacher communication

10. Students may be going on a field trip planned in another class, or they may want to plan a trip for this class. They could visit such places as city hall, an airport, a museum, a local business concern, or a factory. During the visit, they could ask the following questions:

a. What are the frustrations in your work?
b. What are the alternatives available to you in dealing with the frustrations?
c. What might be the effects of choosing the various alternatives?

The results of the field trip experience can be shared with the class.

11. Interviewing parents, teachers, and other adults concerning the frustrations they face, the alternatives they consider, and the effects of the frustration may be an interesting project for several students. The information gathered can be shared with the class in a variety of ways.

OBJECTIVE 5. After completing this unit the student will show his understa
of Behavior and Aggression" by his ability to apply his knowl
daily living by considering various alternatives and their sh
effects in constructively resolving frustrating situations.

ACTIVITY	CONTENT
12. Check Point.	12. What evidence do you have that the students can apply their knowledge of behavior to daily living by considering various alternatives and their short- and long-term effects in constructively resolving frustrating situations?

After completing this unit the student will show his understanding of "A Profile of Behavior and Aggression" by his ability to apply his knowledge of behavior to daily living by considering various alternatives and their short- and long-term effects in constructively resolving frustrating situations.

	CONTENT	MATERIALS
c.	12. What evidence do you have that the students can apply their knowledge of behavior to daily living by considering various alternatives and their short- and long-term effects in constructively resolving frustrating situations?	

CONCLUDING THE UNIT:

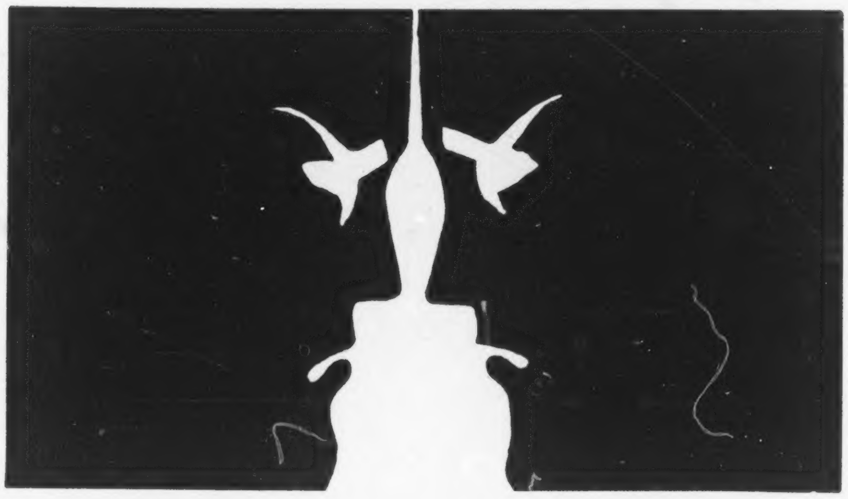
ACTIVITY	CONTENT	
1. Review objectives for the learner.	1. The class could review the objectives to discover any personal growth and changes in attitude.	1.
2. Take the post-test.	2. The teacher may wish to share these results with the students. The evaluator might be able to discover some growth and changes in attitudes of the learner by comparing the pre-test scores with the post-test scores. Further instructions and suggestions for use of the post-test may be found in the section of the manual dealing with pre-post tests.	2.

IT:

	CONTENT	MATERIALS
ves r.	1. The class could review the objectives to discover any personal growth and changes in attitude.	1. Page 4 of Student Book
	2. The teacher may wish to share these results with the students. The evaluator might be able to discover some growth and changes in attitudes of the learner by comparing the pre-test scores with the post-test scores. Further instructions and suggestions for use of the post-test may be found in the section of the manual dealing with pre-post tests.	2. A ditto copy for each student of the unit pre-post test

UNIT II
YOUTH
IN
CONFRONTATION

Confrontation



RATIONALE

Adolescents frequently find themselves in situations that involve confrontati
ents, teachers, law enforcement officials, and other adults. These situations
of frustration which could lead to acts of aggression.

Confrontation is defined in these units as A FACE-TO-FACE MEETING OF AN ADOLE
OR OTHER ADOLESCENT WHO HAS A DIFFERENT POINT OF VIEW. THE PURPOSE OF THE ME
SOME ISSUE. How the adolescent handles these confrontations is extremely si
spect to his growth and development into a well-adjusted member of society.

The unit deals with confrontation situations that are typical in the lives of
or middle school students. Adult authority figures and the inconsistencies o
vide the basis from which a confrontation develops. Pressure from peers to b
lar manner often forces the adolescent to make choices. Rules and guideline
disagree often provoke young people into demanding a meeting to resolve the i

The major goal of the unit is to provide adolescents with various methods of
frontations and to develop a plan to use in making a critical appraisal of th
suggested for use is such that it should assist the student in understanding
a confrontation situation as well as the behavior of those whom he is confron
objective is to aid the student to develop his ability to do critical thinkin
and act responsibly.

Remind the students at appropriate times of the two vital questions to
to understand behavior. They are also listed at the bottom of the Why?
booklets.

1. What feeling or "need" was the person trying to work ou
2. Why did he go at it that way?

RATIONALE

ntly find themselves in situations that involve confrontation with peers, par-
w enforcement officials, and other adults. These situations can cause feelings
ch could lead to acts of aggression.

efined in these units as A FACE-TO-FACE MEETING OF AN ADOLESCENT WITH AN ADULT
T WHO HAS A DIFFERENT POINT OF VIEW. THE PURPOSE OF THE MEETING IS TO RESOLVE
the adolescent handles these confrontations is extremely significant with re-
h and development into a well-adjusted member of society.

h confrontation situations that are typical in the lives of junior high school
tudents. Adult authority figures and the inconsistencies of adults often pro-
m which a confrontation develops. Pressure from peers to behave in a particu-
orces the adolescent to make choices. Rules and guidelines with which they
voke young people into demanding a meeting to resolve the issue at stake.

the unit is to provide adolescents with various methods of dealing with con-
develop a plan to use in making a critical appraisal of them. The material
is such that it should assist the student in understanding his own behavior in
tuation as well as the behavior of those whom he is confronting. Moreover, the
d the student to develop his ability to do critical thinking, make wise choices,
y.

tudents at appropriate times of the two vital questions to ask in trying
d behavior. They are also listed at the bottom of the Why? page of their

1. What feeling or "need" was the person trying to work out?
2. Why did he go at it that way?

OBJECTIVES FOR THE LEARNER

After completing this unit the student will show his understanding of "Youth
by his ability to:

1. Describe a situation in which confrontation takes place.
2. Identify the needs, feelings, and behaviors of adult authority figures.
3. Describe the effect of peer pressure on his behavior and the behavior of
4. Discuss possible reasons for rules and guidelines for adolescents and wh
   like without rules and guidelines.
5. Give examples of inconsistent human behaviors which bother him, probable
   and how he can constructively react to and live with them.
6. List alternative behaviors available to him in confrontation situations
   effects of the chosen behaviors on him and others.

OBJECTIVES FOR THE LEARNER (from the Student Book)

1. Describe a situation in which confrontation takes place.
2. Identify the needs, feelings, and behaviors of adults in authority.
3. Describe the effect of group pressure on my behavior and the behavior of
4. Discuss why there are rules and what life would be like without them.
5. Give examples of inconsistent behaviors in other people which bother me,
   how I can react to and live with them.
6. List ways I can behave in confrontation situations and the effects of my
   and others.

Further objectives developed by the class:

7.

8.

9.

10.

HE LEARNER

this unit the student will show his understanding of "Youth in Confrontation"
o:

ituation in which confrontation takes place.
needs, feelings, and behaviors of adult authority figures.
effect of peer pressure on his behavior and the behavior of others his age.
ible reasons for rules and guidelines for adolescents and what life might be
rules and guidelines.
s of inconsistent human behaviors which bother him, probable causes for them,
an constructively react to and live with them.
tive behaviors available to him in confrontation situations and state some
he chosen behaviors on him and others.

HE LEARNER (from the Student Book)

ituation in which confrontation takes place.
needs, feelings, and behaviors of adults in authority.
effect of group pressure on my behavior and the behavior of others.
there are rules and what life would be like without them.
s of inconsistent behaviors in other people which bother me, their causes, and
act to and live with them.
can behave in confrontation situations and the effects of my behavior on myself

es developed by the class:

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT

Materials listed are not essential to teaching the unit, but their use would def richment to the learning activities. If you are unable to secure all of the mate ority to those marked with asterisks (*), since they would be particularly valua

OBJECTIVE	ITEM	APPROX. COST	AVAILABLE FOR PU
#2	Game, "Generation Gap"	$15.00	Western Publishing School and Library 150 Parish Drive Wayne, New Jersey
#2	"Tuned-Out Generation" Sound Filmstrip, Parts I & II 28 Minutes - Color	$35.00	Guidance Associate Harcourt, Brace an Pleasantville, New
#2	* "The Teenager and the Police -- Conflict and Paradox" Sound Filmstrip, Part I 20 Minutes - Color	$55.95	Educational Film A Box 292 Pleasantville, New
#3	* Game, "Squirms" Junior High Level	$5.00	Contemporary Drama Arthur Merriwether Box 68 Downers Grove, Ill
#3	"Parent Problems" 16 mm Film 7-1/2 Minutes - Color	$90.00	King Screen Produc 320 Aurora Avenue Seattle, Washingto

S FOR THE ENRICHMENT OF THE UNIT

are not essential to teaching the unit, but their use would definitely add en-
earning activities. If you are unable to secure all of the materials, give pri-
rked with asterisks (*), since they would be particularly valuable for the unit.

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
Game, "Generation Gap"	$15.00	Western Publishing Co., Inc. School and Library Department 150 Parish Drive Wayne, New Jersey 07470
"Tuned-Out Generation" Sound Filmstrip, Parts I & II 28 Minutes - Color	$35.00	Guidance Associates Harcourt, Brace and World Pleasantville, New York 10570
"The Teenager and the Police -- Conflict and Paradox" Sound Filmstrip, Part I 20 Minutes - Color	$55.95	Educational Film Associates Box 292 Pleasantville, New York 10570
Game, "Squirms" Junior High Level	$5.00	Contemporary Drama Service Arthur Merriwether, Inc. Box 68 Downers Grove, Illinois 60515
"Parent Problems" 16 mm Film 7-1/2 Minutes - Color	$90.00	King Screen Productions 320 Aurora Avenue North Seattle, Washington 98109

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT

OBJECTIVE	ITEM	APPROX. COST	AVAILABLE
#4	* 30 sets of rules booklets from "Getting Along" Series	@$1.00 per set of 10 ($30.00)	The Economic 12 Daniel Ro Fairfield, N
#5	"Right and Wrong and What's In Between" 16 mm Film 10 Minutes - Color	$120.00	Henk Newenho 1825 Willow Northfield,
#6	"Changing the Law" 16 mm Film 23 Minutes - Color	$275.00	Bailey Film 11559 Santa Los Angeles,
#6	* "Ganging Up" Super 8 mm Film Cartridge Loop 3 Minutes - Color	$21.00	"Values in A 2225 Massach Cambridge, M

Be sure to ch
information

ALS FOR THE ENRICHMENT OF THE UNIT

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
* 30 sets of rules booklets from "Getting Along" Series	@$1.00 per set of 10 ($30.00)	The Economics Press, Inc. 12 Daniel Road Fairfield, New Jersey 07006
"Right and Wrong and What's In Between" 16 mm Film 10 Minutes - Color	$120.00	Henk Newenhouse, Inc. 1825 Willow Road Northfield, Illinois 60093
"Changing the Law" 16 mm Film 23 Minutes - Color	$275.00	Bailey Film Associates 11559 Santa Monica Boulevard Los Angeles, California 90025
* "Ganging Up" Super 8 mm Film Cartridge Loop 3 Minutes - Color	$21.00	"Values in Action" Series 2225 Massachusetts Avenue Cambridge, Massachusetts 02140

Be sure to check on rental information in your area.

SUPPLEMENTARY READING

These are highly recommended readings for all teachers about to become involved
of this unit.

BOOKS:

Fitzpatrick, Joseph P., and Martin, John M. Delinquent Behavior, a Redefinit
Problem. New York: Random House, 1965.

Ginott, Haim G. Between Parent and Child. New York: Avon Books, 1965.

______________. Between Parent and Teenager. New York: MacMillan Co., 1969.

James, Howard. Children in Trouble. Boston, Massachusetts: The Christian Sc
1969.

Libarle, Marc, and Seligson, Tom. The High School Revolutionaries. New York
1970.

Whittemore, L. H. Cop. New York: Holt, Rinehart & Winston, 1969.

PAMPHLETS: Free copies of the following will be sent upon request:

Adolescence for Adults, A Report by the Blue Cross of Northeast Ohio, 2066 Ea
Cleveland, Ohio 44115.

You and the Law, Kiwanis International, 101 East Erie Street, Chicago, Illinc

Supplementary readings that pertain to the causal approach to behavior are liste
mentary Reading page of the first unit. They are highly recommended as backgrou
all the units.

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ecommended readings for all teachers about to become involved in the teaching

seph P., and Martin, John M. *Delinquent Behavior, a Redefinition of the*
ork: Random House, 1965.

Between Parent and Child. New York: Avon Books, 1965.

Between Parent and Teenager. New York: MacMillan Co., 1969.

Children in Trouble. Boston, Massachusetts: The Christian Science Monitor,

and Seligson, Tom. *The High School Revolutionaries*. New York: Random House,

H. *Cop*. New York: Holt, Rinehart & Winston, 1969.

opies of the following will be sent upon request:

Adults, A Report by the Blue Cross of Northeast Ohio, 2066 East Ninth Street,
44115.

Y, Kiwanis International, 101 East Erie Street, Chicago, Illinois, 1963.

ings that pertain to the causal approach to behavior are listed on the Supple-
ge of the first unit. They are highly recommended as background for teaching

INTRODUCTION TO THE UNIT

The variety of activities with each objective is intended to provide choice it is necessary to do all of them. Activities chosen can be based on such significant terms, degree of relevancy as determined by the teacher and/or ular type of class, depth of study in the unit, availability of supplementa itations, and class interest.

ACTIVITY	CONTENT
1. Take the pre-test.	1. Instructions for administering and making use of pre-tests are in the section of the manual dealing with the use of pre-post tests. The directions for administering and scoring this pre-post test are on the page preceding the pre-post test for this unit.
2. Read and discuss the rationale for the unit.	2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit.
3. Read and discuss the objectives for the learner.	3. The teacher may wish to see if the class wants to create its own learner objectives for "Youth in Confrontation." The starting point for this approach would be to ask the class what they want to learn about the topic. Another method of introducing learner objectives is by reading and discussing each of the learner objectives in the unit. The students can suggest further objectives they feel are necessary. It is important that the students understand the relevancy and importance of each objective. The general section of the manual that deals with objectives should aid the teacher if the students have difficulty in seeing the relevancy of some objectives. The unit objectives displayed on a transparency may be helpful.

THE UNIT

activities with each objective is intended to provide choices, so do not feel that y to do all of them. Activities chosen can be based on such things as defining rms, degree of relevancy as determined by the teacher and/or the class, the partic lass, depth of study in the unit, availability of supplemental materials, time lim- class interest.

	CONTENT	MATERIALS
	1. Instructions for administering and making use of pre-tests are in the section of the manual dealing with the use of pre-post tests. The directions for administering and scoring this pre-post test are on the page preceding the pre-post test for this unit.	1. A ditto copy for each student of the unit pre-post test in the manual
scuss le .	2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit.	2. Why? page 43 of Student Book
scuss ves rner.	3. The teacher may wish to see if the class wants to create its own learner objectives for "Youth in Confrontation." The starting point for this approach would be to ask the class what they want to learn about the topic. Another method of introducing learner objectives is by reading and discussing each of the learner objectives in the unit. The students can suggest further objectives they feel are necessary. It is important that the students understand the relevancy and importance of each objective. The general section of the manual that deals with objectives should aid the teacher if the students have difficulty in seeing the relevancy of some objectives. The unit objectives displayed on a transparency may be helpful.	3. Page 44 of Student Book, transparency of the objectives for the learner, overhead projector

OBJECTIVE 1. After completing this unit the student will show his understandi
Confrontation" by his ability to describe a situation in which c
place.

ACTIVITY	CONTENT	
1. Read "What Kind of Situations?" and define "Confrontation."	1. These stories are some of the confrontations that most young students see every day. The main purpose is for the students to see that each of the adolescents encounters a person with a different point of view. Discuss with the class the answers to the questions in the Student Book. The third question will lead into the definition of confrontation. With the class, arrive at a definition of the term "confrontation." You might want to write this definition on the chalkboard and compare it with the definition in these units: A CONFRONTATION IS A FACE-TO-FACE MEETING OF AN ADULT OR OTHER ADOLESCENT WHO HAS A DIFFERENT POINT OF VIEW. THE PURPOSE OF THE MEETING IS TO RESOLVE SOME ISSUE. Emphasize in the discussion of the term that adults also have confrontations between and among themselves. Students should write the definition on the Definition of Terms page in the Student Book.	1.

er completing this unit the student will show his understanding of "Youth in frontation" by his ability to describe a situation in which confrontation takes ce.

	CONTENT	MATERIALS
d ."	1. These stories are some of the confrontations that most young students see every day. The main purpose is for the students to see that each of the adolescents encounters a person with a different point of view. Discuss with the class the answers to the questions in the Student Book. The third question will lead into the definition of confrontation. With the class, arrive at a definition of the term "confrontation." You might want to write this definition on the chalkboard and compare it with the definition in these units: A CONFRONTATION IS A FACE-TO-FACE MEETING OF AN ADULT OR OTHER ADOLESCENT WHO HAS A DIFFERENT POINT OF VIEW. THE PURPOSE OF THE MEETING IS TO RESOLVE SOME ISSUE. Emphasize in the discussion of the term that adults also have confrontations between and among themselves. Students should write the definition on the Definition of Terms page in the Student Book.	1. "What Kind of Situations?" page 45 of Student Book

OBJECTIVE 1. After completing this unit the student will show his understa
Confrontation" by his ability to describe a situation in whic
place.

ACTIVITY	CONTENT
2. Develop a vocabulary of "confrontation" terms.	2. Discuss page 46 of the Student Book to set the stage for the possible vocabulary used in the unit. The page has people, places, or concepts that pertain to confrontation. Page 47 of the Student Book has an exercise in which the students can list in their books, notebooks, or on the board, "feeling" and "action" words that tie in with confrontation. Elicit from the class words for each letter of CONFRONTATION in the manner that was followed in the previous vocabulary activity. If necessary, augment the list with such words as preach, shout, change, fist, hurt, bother, sneer, disagreement, anger, hate, hit, solution, and comment.
3. Develop a bulletin board display.	3. After the students have an understanding of "confrontation," ask each of them to bring in at least one item from a newspaper or magazine that deals with a confrontation situation. A bulletin board can be assembled from the materials. Utilizing the confrontation vocabulary developed as part of the display will enhance it. Pictures and large headlines are more effective than lengthy articles. The point of the unit can be made just as well with adult confrontations, since items dealing with adolescents in confrontation may be more difficult to obtain. A general discussion of the confrontation articles the students bring in would be most appropriate at this time.

ter completing this unit the student will show his understanding of "Youth in nfrontation" by his ability to describe a situation in which confrontation takes ace.

	CONTENT	MATERIALS
n"	2. Discuss page 46 of the Student Book to set the stage for the possible vocabulary used in the unit. The page has people, places, or concepts that pertain to confrontation. Page 47 of the Student Book has an exercise in which the students can list in their books, notebooks, or on the board, "feeling" and "action" words that tie in with confrontation. Elicit from the class words for each letter of CONFRONTATION in the manner that was followed in the previous vocabulary activity. If necessary, augment the list with such words as preach, shout, change, fist, hurt, bother, sneer, disagreement, anger, hate, hit, solution, and comment.	2. Page 46 of Student Book, chalkboard, chalk, paper and pencil
d	3. After the students have an understanding of "confrontation," ask each of them to bring in at least one item from a newspaper or magazine that deals with a confrontation situation. A bulletin board can be assembled from the materials. Utilizing the confrontation vocabulary developed as part of the display will enhance it. Pictures and large headlines are more effective than lengthy articles. The point of the unit can be made just as well with adult confrontations, since items dealing with adolescents in confrontation may be more difficult to obtain. A general discussion of the confrontation articles the students bring in would be most appropriate at this time.	

OBJECTIVE 1. After completing this unit the student will show his understand
Confrontation" by his ability to describe a situation in which
place.

ACTIVITY	CONTENT
3. Develop a bulletin board display. (continued)	3. Examples of appropriate materials are: a. School-student problems b. Parent-child conflict c. Police-adolescent encounter d. Political confrontations e. Labor-management difficulties f. Protest situations Allow the students to design and put up the display. In almost any group of students, some enjoy making a bulletin board and do it well. It is suggested that the display be put up as early as possible in the study of "Confrontation."
4. Check Point.	4. What evidence do you have that the students can describe a situation in which a confrontation takes place?

er completing this unit the student will show his understanding of "Youth in frontation" by his ability to describe a situation in which confrontation takes ce.

CONTENT

MATERIALS

3. Examples of appropriate materials are:

   a. School-student problems
   b. Parent-child conflict
   c. Police-adolescent encounter
   d. Political confrontations
   e. Labor-management difficulties
   f. Protest situations

   Allow the students to design and put up the display. In almost any group of students, some enjoy making a bulletin board and do it well. It is suggested that the display be put up as early as possible in the study of "Confrontation."

4. What evidence do you have that the students can describe a situation in which a confrontation takes place?

OBJECTIVE 2. After completing this unit the student will show his underst
Confrontation" by his ability to identify the needs, feelin
adult authority figures.

ACTIVITY	CONTENT
1. Interview some members of the "establishment" (parents, teachers, policemen). Either tape the interviews or take notes.	1. Interviews with adults will help students understand the problems of adult authority figures. When put on the spot, adults as well as adolescents often find it difficult to answer questions. A discussion of this point prior to the interviews can help avoid an overly critical attitude of the adults being interviewed. When the students explain the purpose of the interview, most adults should be receptive. The interviews need to be carefully planned and, in some cases, rehearsed. Individuals or small groups can formulate questions to use. Suggested questions are: a. When, recently, were you under pressure to make a decision or do something? b. How did you handle the situation? c. What else could you have done? d. How do you view your role as an adult authority figure? e. How do you feel about the present generation of adolescents? f. What does the term "generation gap" mean to you? The students can give the class oral summaries of the interviews or play the tape. They may want to dramatize or make a tape of an interview. Discussion can relate to the questionnaires, the questions listed above, needs of the adults in the situations discussed, and how the adults felt about being interviewed.

After completing this unit the student will show his understanding of "Youth in Confrontation" by his ability to identify the needs, feelings, and behaviors of adult authority figures.

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CONTENT

1. Interviews with adults will help students understand the problems of adult authority figures. When put on the spot, adults as well as adolescents often find it difficult to answer questions. A discussion of this point prior to the interviews can help avoid an overly critical attitude of the adults being interviewed. When the students explain the purpose of the interview, most adults should be receptive.

   The interviews need to be carefully planned and, in some cases, rehearsed. Individuals or small groups can formulate questions to use.

   Suggested questions are:

   a. When, recently, were you under pressure to make a decision or do something?
   b. How did you handle the situation?
   c. What else could you have done?
   d. How do you view your role as an adult authority figure?
   e. How do you feel about the present generation of adolescents?
   f. What does the term "generation gap" mean to you?

   The students can give the class oral summaries of the interviews or play the tape. They may want to dramatize or make a tape of an interview. Discussion can relate to the questionnaires, the questions listed above, needs of the adults in the situations discussed, and how the adults felt about being interviewed.

MATERIALS

1. Paper, pencil, tape recorder

OBJECTIVE 2. After completing this unit the student will show his understand
Confrontation" by his ability to identify the needs, feelings,
adult authority figures.

ACTIVITY	CONTENT	
2. Role playing.	2. (See instructions for role playing, page 48.) These role playing situations are designed to lead to confrontation situations. The teacher may ask the class to think of two alternative behaviors for each situation. The participants may also reverse their roles in order to gain an understanding of the opposite role. The teacher may wish to put the following role playing situations on separate index cards and distribute them to the students presenting the activity. a. A policeman is cruising around in his patrol car when he sees two teenagers running away from an older man. b. Mrs. Higgins does not approve of the dress her daughter wants to wear to a party. c. A guard at an amusement park sees some young people trying to get ahead in the long line for the ferris wheel. d. Mr. Johnson had told his son twice to pick up the trash in front of the house. Instead, his son went to the playground after school. e. Mr. Wilkins had promised to take his son, Bill, to the park on Saturdays to practice baseball, but now he wants to find an extra job Saturday instead.	2.

r completing this unit the student will show his understanding of "Youth in rontation" by his ability to identify the needs, feelings, and behaviors of t authority figures.

CONTENT	MATERIALS
2. (See instructions for role playing, page 48.) These role playing situations are designed to lead to confrontation situations. The teacher may ask the class to think of two alternative behaviors for each situation. The participants may also reverse their roles in order to gain an understanding of the opposite role. The teacher may wish to put the following role playing situations on separate index cards and distribute them to the students presenting the activity. a. A policeman is cruising around in his patrol car when he sees two teenagers running away from an older man. b. Mrs. Higgins does not approve of the dress her daughter wants to wear to a party. c. A guard at an amusement park sees some young people trying to get ahead in the long line for the ferris wheel. d. Mr. Johnson had told his son twice to pick up the trash in front of the house. Instead, his son went to the playground after school. e. Mr. Wilkins had promised to take his son, Bill, to the park on Saturdays to practice baseball, but now he wants to find an extra job Saturday instead.	2. Index cards with role playing situations

OBJECTIVE 2. After completing this unit the student will show his understa
Confrontation" by his ability to identify the needs, feelings
adult authority figures.

ACTIVITY	CONTENT
2. Role playing. (continued)	Some questions to ask following the role playing: a. What needs and feelings did the adults have? b. What needs and feelings did the adolescents have? c. How else could the persons have solved the situations? d. Do you think it would really happen this way? e. What is the usual behavior of adults in these situations? f. What is the usual behavior of adolescents in these situations?
3. View and discuss sound filmstrips "The Teenager and the Police - Conflict and Paradox" Parts I-IV 20 minutes each - color	3. Part One, entitled "The Confrontation--What?" is highly recommended for presenting confrontation with the police. The other three parts, "Myths and Realities," "The Two Faces of the Law Enforcement," and "Law and Order--So Who Needs It?" are excellent, but will require more time. A discussion guide accompanies the set.

After completing this unit the student will show his understanding of "Youth in Confrontation" by his ability to identify the needs, feelings, and behaviors of adult authority figures.

	CONTENT	MATERIALS
g.	Some questions to ask following the role playing: a. What needs and feelings did the adults have? b. What needs and feelings did the adolescents have? c. How else could the persons have solved the situations? d. Do you think it would really happen this way? e. What is the usual behavior of adults in these situations? f. What is the usual behavior of adolescents in these situations?	
scuss trips er ice - d each	3. Part One, entitled "The Confrontation--What?" is highly recommended for presenting confrontation with the police. The other three parts, "Myths and Realities," "The Two Faces of the Law Enforcement," and "Law and Order--So Who Needs It?" are excellent, but will require more time. A discussion guide accompanies the set.	3. Sound filmstrips, "The Teenager and the Police - Conflict and Paradox" Available from: Educational Film Asso., Box 292, Pleasantville, New York 10570 Filmstrip projector, record player, wall screen

OBJECTIVE 2. After completing this unit the student will show his understand
Confrontation" by his ability to identify the needs, feelings,
adult authority figures.

ACTIVITY	CONTENT	
4. Discuss adult authority figures.	4. The class may want to discuss the following: a. What things about adult authority figures bother you? b. Why might one adult who has responsibility for you be considered a friend, while another with similar responsbility be looked upon as an authority figure and not a friend? c. How might problems with adult authority figures be resolved? Use of the chalkboard and transparencies may help in the discussion.	4
5. View and discuss sound filmstrip "Tuned-Out Generation" Parts I and II 14 minutes each - color	5. There are two parts to this filmstrip. The comments favor parents' attitudes. Possibly just one of the parts would be sufficient to use as the springboard to a discussion about the differences in adult and teenage thinking. Both parts are excellent. Use both if time permits.	5

r completing this unit the student will show his understanding of "Youth in rontation" by his ability to identify the needs, feelings, and behaviors of t authority figures.

CONTENT	MATERIALS
4. The class may want to discuss the following: a. What things about adult authority figures bother you? b. Why might one adult who has responsibility for you be considered a friend, while another with similar responsbility be looked upon as an authority figure and not a friend? c. How might problems with adult authority figures be resolved? Use of the chalkboard and transparencies may help in the discussion.	4. Chalkboard or transparency and overhead projector
5. There are two parts to this filmstrip. The comments favor parents' attitudes. Possibly just one of the parts would be sufficient to use as the springboard to a discussion about the differences in adult and teenage thinking. Both parts are excellent. Use both if time permits.	5. Sound filmstrip, "Tuned-Out Generation" Available from: Guidance Asso., Harcourt, Brace & World, Pleasantville, New York 10570 Filmstrip projector, record player, wall screen

OBJECTIVE 2. After completing this unit the student will show his unders
Confrontation" by his ability to identify the needs, feelin
adult authority figures.

ACTIVITY	CONTENT
6. Write essays, poems, songs, skits.	6. In order to have students further understand the roles of adults and parenthood, the students may write an essay, poem, or song on: a. "When I Am an Adult" b. "How I Will Try to Treat My Son or Daughter" c. "How I Will Try to Handle a Confrontation Situation with My Son or Daughter" d. "If I Were an Adult"
7. Analyze some adult behavior.	7. Have the students analyze some adult behavior by answering some questions in small groups or individually. a. What recent adult behavior can you describe? b. Why do you think the adult probably decided to act in this manner? c. What would you have done as an adult authority figure? d. Why would you have done it that way? e. What might be the effect of your decision? f. How are the reasons of the adult and your reasons similar? How are they different? The purpose of this activity is to help student be aware of the possible reasons for adults' behaviors.

After completing this unit the student will show his understanding of "Youth in Confrontation" by his ability to identify the needs, feelings, and behaviors of adult authority figures.

CONTENT	MATERIALS
6. In order to have students further understand the roles of adults and parenthood, the students may write an essay, poem, or song on: a. "When I Am an Adult" b. "How I Will Try to Treat My Son or Daughter" c. "How I Will Try to Handle a Confrontation Situation with My Son or Daughter" d. "If I Were an Adult"	6. Paper and pencil
7. Have the students analyze some adult behavior by answering some questions in small groups or individually. a. What recent adult behavior can you describe? b. Why do you think the adult probably decided to act in this manner? c. What would you have done as an adult authority figure? d. Why would you have done it that way? e. What might be the effect of your decision? f. How are the reasons of the adult and your reasons similar? How are they different? The purpose of this activity is to help students be aware of the possible reasons for adults' behaviors.	7. List of questions on chalkboard or transparency on overhead projector

OBJECTIVE 2. After completing this unit the student will show his understand Confrontation" by his ability to identify the needs, feelings, adult authority figures.

ACTIVITY	CONTENT
8. Play the game "Generation Gap."	8. This game illustrates through role playing the feeling that parents have when they must make a decision concerning the family. Directions and alternative ways of playing the game are given in the manual which accompanies the game.
9. Check Point.	9. What evidence do you have that the students can identify the needs, feelings, and behaviors of adult authority figures?

r completing this unit the student will show his understanding of "Youth in rontation" by his ability to identify the needs, feelings, and behaviors of t authority figures.

CONTENT	MATERIALS
8. This game illustrates through role playing the feeling that parents have when they must make a decision concerning the family. Directions and alternative ways of playing the game are given in the manual which accompanies the game.	8. Game, "Generation Gap" Available from: Western Publishing Co., Inc., School & Library Department, 160 Parish Drive, Wayne, New Jersey 07470
9. What evidence do you have that the students can identify the needs, feelings, and behaviors of adult authority figures?	

OBJECTIVE 3. After completing this unit the student will show his unders
Confrontation" by his ability to describe the effect of pee
behavior and the behavior of others his age.

ACTIVITY	CONTENT
1. Read and discuss "What Do You Think You Would Do?"	1. The activity consists of two unfinished stories for boys and two for girls. It is intended to introduce the topic of peer pressure as a form of confrontation. In each o the situations, the student will have to make a decision between what the peer group urges and his own values. The activity might be done individually, in small groups, or as an entire class project. If small discussion groups are used, have each group select a recorder to report the consensus of the groups to the class. The following questions may help stimulate discussion: a. What needs are being dealt with in the stories? b. What alternative behaviors are possible in each story? c. How significant is the pressure of friends when you are making a decision? d. How much importance should be attached to th consequences of your acts when the decisions were encouraged by your peers? e. Why is it easier to do something you feel is wrong when some of your friends are doing it

After completing this unit the student will show his understanding of "Youth in Confrontation" by his ability to describe the effect of peer pressure on his behavior and the behavior of others his age.

Y	CONTENT	MATERIALS
iscuss ou	1. The activity consists of two unfinished stories for boys and two for girls. It is intended to introduce the topic of peer pressure as a form of confrontation. In each of the situations, the student will have to make a decision between what the peer group urges and his own values. The activity might be done individually, in small groups, or as an entire class project. If small discussion groups are used, have each group select a recorder to report the consensus of the groups to the class. The following questions may help stimulate discussion: a. What needs are being dealt with in the stories? b. What alternative behaviors are possible in each story? c. How significant is the pressure of friends when you are making a decision? d. How much importance should be attached to the consequences of your acts when the decisions were encouraged by your peers? e. Why is it easier to do something you feel is wrong when some of your friends are doing it?	1. "What Do You Think You Would Do?" page 48 of Student Book for girls, page 50 of Student Book for boys Paper and pencil

OBJECTIVE 3. After completing this unit the student will show his understan
Confrontation" by his ability to describe the effect of peer p
behavior and the behavior of others his age.

ACTIVITY	CONTENT
2. Prepare and present role playing situations.	2. Have the class think about situations in which they have felt or witnessed peer pressure. The class can divide into small groups and put these examples into role playing situations. The class should discuss the effectiveness of the role playing chosen by the groups, other ways the roles could have been played, the needs of those involved, and the effects and consequences of the behavior.
3. Listen to a counselor, a school psychologist, or some other person selected by the group, present his views on peer pressure.	3. After the class has selected a speaker, one student can make the contact by telephone, letter, or in person. Some students may raise questions they want answered. These questions could be sent to the speaker ahead of time. The resource person could (1) present his feelings about the needs that cause peer pressure, the kinds of peer pressures students meet, how students react to them, peer pressure and aggressive feelings, and (2) suggest ways of handling peer pressures. The next day the students could evaluate this experience and write thank-you letters to the speaker.

r completing this unit the student will show his understanding of "Youth in rontation" by his ability to describe the effect of peer pressure on his vior and the behavior of others his age.

CONTENT	MATERIALS
2. Have the class think about situations in which they have felt or witnessed peer pressure. The class can divide into small groups and put these examples into role playing situations. The class should discuss the effectiveness of the role playing chosen by the groups, other ways the roles could have been played, the needs of those involved, and the effects and consequences of the behavior.	
3. After the class has selected a speaker, one student can make the contact by telephone, letter, or in person. Some students may raise questions they want answered. These questions could be sent to the speaker ahead of time. The resource person could (1) present his feelings about the needs that cause peer pressure, the kinds of peer pressures students meet, how students react to them, peer pressure and aggressive feelings, and (2) suggest ways of handling peer pressures. The next day the students could evaluate this experience and write thank-you letters to the speaker.	3. Chalkboard, chalk, paper and pencil

OBJECTIVE 3. After completing this unit the student will show his understa
Confrontation" by his ability to describe the effect of peer
behavior and the behavior of others his age.

ACTIVITY	CONTENT
4. View and discuss film "Parent Problems" 7½ minutes - color	4. This film can be used as a springboard to a classroom discussion of teenage peer pressure. Mary's mother asks her to give up friendship with Jenny, a close friend once caught shoplifting. Mary, convinced that Jenny has reformed, is torn between loyalties. The film gives no answer, leaving the difficult problem for the audience to decide.
5. Play the junior high game "Squirms."	5. The directions are in the can of "Squirms." The teacher should give the can to whichever students want to participate or are intrigued by it. The teacher should know how the game is played, but he need not participate. The teacher might remind the students to think about: a. What needs the person might be trying to satisfy b. What effects the behavior chosen could have on the students--now and later on c. Some possible alternatives
6. Read and present reports on short stories.	6. A great number of stories show peer pressure. These can be used in any way the students choose. The teacher might suggest the titles and authors or permit the students to find appropriate stories. Asking the librarian ahead of time for assistance in story selections will prove helpful. The students can present the stories in any manner to the class or to small groups. Reports can center on the peer pressure that took place and how it was handled.

After completing this unit the student will show his understanding of "Youth in Confrontation" by his ability to describe the effect of peer pressure on his behavior and the behavior of others his age.

	CONTENT	MATERIALS
m blems"	4. This film can be used as a springboard to a classroom discussion of teenage peer pressure. Mary's mother asks her to give up friendship with Jenny, a close friend once caught shoplifting. Mary, convinced that Jenny has reformed, is torn between loyalties. The film gives no answer, leaving the difficult problem for the audience to decide.	4. Film, "Parent Problems" Available from: King Screen Prod., 320 Aurora Ave. N., Seattle, Wash.98109 Film projector
ms."	5. The directions are in the can of "Squirms." The teacher should give the can to whichever students want to participate or are intrigued by it. The teacher should know how the game is played, but he need not participate. The teacher might remind the students to think about: a. What needs the person might be trying to satisfy b. What effects the behavior chosen could have on the students--now and later on c. Some possible alternatives	5. Can of "Squirms" junior high level Available from: Contemporary Drama Service, Arthur Merriwether, Inc., Box 68, Downers Grove, Ill. 60515
esent short	6. A great number of stories show peer pressure. These can be used in any way the students choose. The teacher might suggest the titles and authors or permit the students to find appropriate stories. Asking the librarian ahead of time for assistance in story selections will prove helpful. The students can present the stories in any manner to the class or to small groups. Reports can center on the peer pressure that took place and how it was handled.	6. Short stories from literature anthologies, the library, or the learning center

OBJECTIVE 3. After completing this unit the student will show his understanding
Confrontation" by his ability to describe the effect of peer press
behavior and the behavior of others his age.

ACTIVITY	CONTENT	
6. Read and present reports on short stories. (continued)	Some suggested stories:	
	a. "The Powerless Ones" - Yvette Patterson "A Game of Catch" - Richard Wilbur "The Wise and the Weak" - Philip Aponte	a. F MacM Engl The New
	b. "The Last Spin" - Evan Hunter	b. F Won' Cros Nobl Publ 750 New 1001
	c. "The Prize Winner" - Mary Dirlam	c. F Code Scho Serv New
	d. "A Matter of Pride" - Frank D. Gilroy	d. F Grow Scho Serv New

er completing this unit the student will show his understanding of "Youth in frontation" by his ability to describe the effect of peer pressure on his avior and the behavior of others his age.

	CONTENT	MATERIALS
nt rt	Some suggested stories:	
	a. "The Powerless Ones" - Yvette Patterson "A Game of Catch" - Richard Wilbur "The Wise and the Weak" - Philip Aponte	a. From: Who Am I? MacMillan Gateway English Series, The MacMillan Co., New York, New York
	b. "The Last Spin" - Evan Hunter	b. From: Tomorrow Won't Wait, Crossroads Series, Noble and Noble Publishers, Inc., 750 Third Avenue, New York, New York 10017
	c. "The Prize Winner" - Mary Dirlam	c. From: Personal Code, Scholastic Book Services, New York, New York
	d. "A Matter of Pride" - Frank D. Gilroy	d. From: Maturity: Growing Up Strong, Scholastic Book Services, New York, New York

OBJECTIVE 3. After completing this unit the student will show his understa
Confrontation" by his ability to describe the effect of peer
behavior and the behavior of others his age.

ACTIVITY	CONTENT
7. Engage in a panel discussion on peer pressure. Interested students may want to do some research on peer pressure and make a presentation to the class.	7. It is suggested that the teacher work with the students in organizing and planning the panel. Let the students present their topic ideas, but if they have trouble in this area, you could suggest the following ideas, or others: a. How strong is peer pressure? b. How to say "No" when my friends say "Yes" c. Parents and peer pressure d. Teachers and peer pressure e. Friendship and peer pressure f. Peer pressure and aggressive feelings g. What causes peer pressure?
8. Check Point.	8. What evidence do you have that the students can describe the effect of peer pressure on their behavior and the behavior of others their age?

After completing this unit the student will show his understanding of "Youth in Confrontation" by his ability to describe the effect of peer pressure on his behavior and the behavior of others his age.

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CONTENT	MATERIALS
7. It is suggested that the teacher work with the students in organizing and planning the panel. Let the students present their topic ideas, but if they have trouble in this area, you could suggest the following ideas, or others: a. How strong is peer pressure? b. How to say "No" when my friends say "Yes" c. Parents and peer pressure d. Teachers and peer pressure e. Friendship and peer pressure f. Peer pressure and aggressive feelings g. What causes peer pressure?	7. Reference books and pamphlets in the library or the learning center
8. What evidence do you have that the students can describe the effect of peer pressure on their behavior and the behavior of others their age?	

OBJECTIVE 4. After completing this unit the student will show his understand Confrontation" by his ability to discuss possible reasons for r lines for adolescents and what life might be like without rules

ACTIVITY	CONTENT	
1. Discuss and/or debate rules that bother students.	1. Pose the following question to the students: "What rules that you are expected to follow bother you?" After listing these rules on the chalkboard and trying to involve the entire class in the discussion, you might draw from the class their feelings about the rules, their reactions to them, and why they think the rules may have been set up for them. You may also want to include ideas on what to do when one has trouble following a rule or feels that a rule is not good. If the debate technique is used, have students select some of the rules the class presented and take sides as to the need or lack of need and the validity or nonvalidity of the rules selected for debate.	1
2. Read and discuss "A Political Decision in Exurbia."	2. The activity gives the student a chance to vote on abolishing rules in school. After the students have read the situation and worked out their decisions, discuss their reactions to doing away with rules. Presumably, the students will gain some understanding of why rules and laws are necessary in order for society to function effectively. In order to prevent the discussion from becoming superficial, you might ask the following questions: a. What needs of the people involved would be satisfied by abolishing school rules? b. What needs of the people involved would not be satisfied by abolishing school rules?	2

r completing this unit the student will show his understanding of "Youth in rontation" by his ability to discuss possible reasons for rules and guide-s for adolescents and what life might be like without rules and guidelines

CONTENT	MATERIALS
1. Pose the following question to the students: "What rules that you are expected to follow bother you?" After listing these rules on the chalkboard and trying to involve the entire class in the discussion, you might draw from the class their feelings about the rules, their reactions to them, and why they think the rules may have been set up for them. You may also want to include ideas on what to do when one has trouble following a rule or feels that a rule is not good. If the debate technique is used, have students select some of the rules the class presented and take sides as to the need or lack of need and the validity or nonvalidity of the rules selected for debate.	1. Chalkboard, chalk
2. The activity gives the student a chance to vote on abolishing rules in school. After the students have read the situation and worked out their decisions, discuss their reactions to doing away with rules. Presumably, the students will gain some understanding of why rules and laws are necessary in order for society to function effectively. In order to prevent the discussion from becoming superficial, you might ask the following questions: a. What needs of the people involved would be satisfied by abolishing school rules? b. What needs of the people involved would not be satisfied by abolishing school rules?	2. "A Political Decision in Exurbia," page 52 of Student Book Paper and pencil

OBJECTIVE 4. After completing this unit the student will show his underst Confrontation" by his ability to discuss possible reasons fo lines for adolescents and what life might be like without ru

ACTIVITY	CONTENT
3. Formulate a set of rules.	3. The class, small groups of students, or individuals can look at areas of their lives where established rules do not seem satisfactory and build a set of their own choosing that would substitute for the existing ones. They might consider a school classroom, a school building, a family, a city, and a nation and the rules that now seem to be governing them. Sharing the sets of rules with the entire class and discussing how they might work should provide background in the reasons for rules.
4. Discuss three of the "Getting Along" series of pamphlets: a. Breaking Rules b. Human Rights c. The Reason for Rules	4. These relatively inexpensive pamphlets are quite appropriate to the topic of the "why" of rules and guidelines for adolescents. The pamphlets are in cartoon form with a minimum of reading connected with the cartoon.

fter completing this unit the student will show his understanding of "Youth in onfrontation" by his ability to discuss possible reasons for rules and guidelines for adolescents and what life might be like without rules and guidelines.

	CONTENT	MATERIALS
.	3. The class, small groups of students, or individuals can look at areas of their lives where established rules do not seem satisfactory and build a set of their own choosing that would substitute for the existing ones. They might consider a school classroom, a school building, a family, a city, and a nation and the rules that now seem to be governing them. Sharing the sets of rules with the entire class and discussing how they might work should provide background in the reasons for rules.	
e of s of Rules hts n s	4. These relatively inexpensive pamphlets are quite appropriate to the topic of the "why" of rules and guidelines for adolescents. The pamphlets are in cartoon form with a minimum of reading connected with the cartoon.	4. Pamphlets, "Getting Along": a. Breaking Rules b. Human Rights c. The Reason for Rules Available from: The Economics Press, Inc., Fairfield, N.J. Cost: $2.00 per set of ten different pamphlets or $1.00 per set for five or more

OBJECTIVE 4. After completing this unit the student will show his understandin
Confrontation" by his ability to discuss possible reasons for rul
lines for adolescents and what life might be like without rules a

ACTIVITY	CONTENT	
5. Engage in a research assignment on groups that set up ways of life that deviate from what we think of as traditional in our country.	5. The purpose of the activity is to relate rules and guidelines to the functioning of a particular society and to determine why that society did or did not continue to flourish. Past societies to investigate are New Harmony, Indiana; The Oneida Colony in New York; The Shakers; and Zoar Village. Present societies for research are the Pennsylvania Dutch and groups that have formed communes. The study should reveal that traditions and value patterns often vary from place to place within our own country.	5.
6. Check Point.	6. What evidence do you have that the students can discuss possible reasons for rules and guidelines for adolescents and what life would be like without rules and guidelines?	

er completing this unit the student will show his understanding of "Youth in frontation" by his ability to discuss possible reasons for rules and guidelines for adolescents and what life might be like without rules and guidelines.

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5. The purpose of the activity is to relate rules and guidelines to the functioning of a particular society and to determine why that society did or did not continue to flourish. Past societies to investigate are New Harmony, Indiana; The Oneida Colony in New York; The Shakers; and Zoar Village. Present societies for research are the Pennsylvania Dutch and groups that have formed communes.

   The study should reveal that traditions and value patterns often vary from place to place within our own country.

6. What evidence do you have that the students can discuss possible reasons for rules and guidelines for adolescents and what life would be like without rules and guidelines?

MATERIALS

5. Reference book in the library or the learning center, encyclopedias, history books, and the "Reader's Guide"

OBJECTIVE 5. After completing this unit the student will show his understa Confrontation" by his ability to give examples of inconsisten which bother him, probable causes for them, and how he can co to and live with them.

ACTIVITY	CONTENT
1. Observe a teacher's inconsistent act and define "inconsistency."	1. To define the word "inconsistency," it could be interesting for the teacher to behave in an inconsistent manner. For example, the teacher could remind the students of the rule that there is no eating in the classrooms, and then, within a few minutes, eat something. Make an act of inconsistency so obvious that the students will make an issue of it. This can lead into the definition of the term. Ask the students what they might call this kind of behavior and record their answers on the chalkboard. Then present this definition and compare it with theirs: "Inconsistency" is defined in these units as BEHAVIOR THAT IS THE OPPOSITE OF PREVIOUS ACTIONS OR STATED BELIEFS. This definition should be written on the Definition of Terms page in the Student Book.
2. Discuss inconsistent behaviors that are bothering the class.	2. To begin the discussion the teacher might relate to the class some of his own inconsistencies. Or the students may begin by commenting on inconsistencies of parents, teachers, and others that bother them. Some suggested inconsistencies could be: A parent who asks: "Why don't you grow up?" one time, and the next time says: "You are still a child." OR

fter completing this unit the student will show his understanding of "Youth in onfrontation" by his ability to give examples of inconsistent human behaviors hich bother him, probable causes for them, and how he can constructively react o and live with them.

CONTENT — MATERIALS

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1. To define the word "inconsistency," it could be interesting for the teacher to behave in an inconsistent manner. For example, the teacher could remind the students of the rule that there is no eating in the classrooms, and then, within a few minutes, eat something.

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   "Inconsistency" is defined in these units as BEHAVIOR THAT IS THE OPPOSITE OF PREVIOUS ACTIONS OR STATED BELIEFS. This definition should be written on the Definition of Terms page in the Student Book.

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2. To begin the discussion the teacher might relate to the class some of his own inconsistencies. Or the students may begin by commenting on inconsistencies of parents, teachers, and others that bother them. Some suggested inconsistencies could be:

   A parent who asks: "Why don't you grow up?" one time, and the next time says: "You are still a child."

   OR

2. Chalkboard, chalk

OBJECTIVE 5. After completing this unit the student will show his understand Confrontation" by his ability to give examples of inconsistent which bother him, probable causes for them, and how he can cons to and live with them.

ACTIVITY	CONTENT
2. Discuss inconsistent behaviors that are bothering the class. (continued)	One day you are old enough to do something, and the next day you are not. A teacher who allows jokes in the middle of a discussion one day and gets angry in the same situation on another day. Agreeing with friends that a particular TV program is not worth watching and then watching the same thing the next day. Friends ask you to go somewhere and then get someone else to go. People at times say they have no money and then buy something expensive. We do not listen to our parents, but when we are babysitting for younger brothers or sisters, we expect them to listen to us. Possible questions for discussion: a. What do you suppose might have been the reason for this problem? b. What other factors might have entered into the decision? c. How do you think the person involved feels about the inconsistency? Do you suppose that he feels the same as you, but feels he must act this way? ("For your own good," etc.) d. How do you feel about these problems right away? Do you ever feel differently about them later on? e. Who must take the responsibility for the behavior in question?

r completing this unit the student will show his understanding of "Youth in rontation" by his ability to give examples of inconsistent human behaviors h bother him, probable causes for them, and how he can constructively react nd live with them.

CONTENT MATERIALS

One day you are old enough to do something, and the next day you are not.

A teacher who allows jokes in the middle of a discussion one day and gets angry in the same situation on another day.

Agreeing with friends that a particular TV program is not worth watching and then watching the same thing the next day.

Friends ask you to go somewhere and then get someone else to go.

People at times say they have no money and then buy something expensive.

We do not listen to our parents, but when we are babysitting for younger brothers or sisters, we expect them to listen to us.

Possible questions for discussion:

a. What do you suppose might have been the reason for this problem?
b. What other factors might have entered into the decision?
c. How do you think the person involved feels about the inconsistency? Do you suppose that he feels the same as you, but feels he must act this way? ("For your own good," etc.)
d. How do you feel about these problems right away? Do you ever feel differently about them later on?
e. Who must take the responsibility for the behavior in question?

OBJECTIVE 5. After completing this unit the student will show his understan
Confrontation" by his ability to give examples of inconsistent
which bother him, probable causes for them, and how he can con
to and live with them.

ACTIVITY	CONTENT
2. Discuss inconsistent behaviors that are bothering the class. (continued)	f. Is there ever a reason and/or need for inconsistency? g. Do the basic needs have anything to do with the way people act? h. Does the way people feel have anything to do with the way they act? i. Do you think you have ever acted in a way that others thought was inconsistent? What were your reasons? j. Is there always a good reason for our actions? k. What effect, if any, does knowing future consequences have on inconsistent behavior?
3. Read, discuss, and/or role-play "Do As I Say, Not As I Do!"	3. Students are to finish the open-ended stories. Some of them may want to role-play possible conclusions. The object of this activity is to put students into situations in which they are faced with a problem involving an inconsistency. Possible questions for discussion: a. What do you think are the needs of the people involved? b. How do you think each person felt about his behavior right away? Later on? c. What might the immediate consequences be? The later ones? d. How do you think each person came to act the way he did? e. Were there any other alternatives open to the individual?

fter completing this unit the student will show his understanding of "Youth in onfrontation" by his ability to give examples of inconsistent human behaviors hich bother him, probable causes for them, and how he can constructively react o and live with them.

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f. Is there _ever_ a reason and/or need for inconsistency?
g. Do the basic needs have anything to do with the way people act?
h. Does the way people feel have anything to do with the way they act?
i. Do you think you have ever acted in a way that others thought was inconsistent? What were your reasons?
j. Is there always a good reason for our actions?
k. What effect, if any, does knowing future consequences have on inconsistent behavior?

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3. Students are to finish the open-ended stories. Some of them may want to role-play possible conclusions. The object of this activity is to put students into situations in which they are faced with a problem involving an inconsistency.

   Possible questions for discussion:

   a. What do you think are the needs of the people involved?
   b. How do you think each person felt about his behavior right away? Later on?
   c. What might the immediate consequences be? The later ones?
   d. How do you think each person came to act the way he did?
   e. Were there any other alternatives open to the individual?

3. "Do As I Say, Not As I Do!" page 53 of Student Book

OBJECTIVE 5. After completing this unit the student will show his understandin Confrontation" by his ability to give examples of inconsistent hu which bother him, probable causes for them, and how he can constr to and live with them.

ACTIVITY	CONTENT	
3. Read, discuss, and/or role-play "Do As I Say, Not As I Do!" (continued)	f. Who must take the responsibility for the behavior? g. Why do you suppose that you are given some responsibilities and not others? h. Compare the way you might act if you were responsible for something with the way you might act if you were not responsible. Explain any differences. i. Why do you think people are sometimes inconsistent? j. How do you think you might learn to live with "Human Inconsistency"?	
4. View and discuss the film "Right and Wrong--and What's In Between." 10 minutes - color	4. This film shows animated characters considering the moral and logical aspects of right and wrong. Discussed and weighed are topics such as what truth is and what falsehood is; the distinctions and borderlines between truth and falsity; intent as it pertains to right and wrong, and truth and falsehood; disagreement and its relationship, if any, to who is right and wrong; and the problem and difficulty of trying to be fair. Possible questions for discussion: a. In a disagreement, why might one side not be totally right and the other side totally wrong? b. Can we sometimes tell others that they are inconsistent and not be sure that this is so? When?	4. E W I A H I R I S E

er completing this unit the student will show his understanding of "Youth in rontation" by his ability to give examples of inconsistent human behaviors h bother him, probable causes for them, and how he can constructively react nd live with them.

CONTENT	MATERIALS
f. Who must take the responsibility for the behavior? g. Why do you suppose that you are given some responsibilities and not others? h. Compare the way you might act if you were responsible for something with the way you might act if you were not responsible. Explain any differences. i. Why do you think people are sometimes inconsistent? j. How do you think you might learn to live with "Human Inconsistency"?	
4. This film shows animated characters considering the moral and logical aspects of right and wrong. Discussed and weighed are topics such as what truth is and what falsehood is; the distinctions and borderlines between truth and falsity; intent as it pertains to right and wrong, and truth and falsehood; disagreement and its relationship, if any, to who is right and wrong; and the problem and difficulty of trying to be fair. Possible questions for discussion: a. In a disagreement, why might one side not be totally right and the other side totally wrong? b. Can we sometimes tell others that they are inconsistent and not be sure that this is so? When?	4. Film, "Right and Wrong-- and What's In Between" Available from: Henk Newenhouse, Inc., 1825 Willow Road, Northfield, Illinois 60093 Screen, film projector

OBJECTIVE 5. After completing this unit the student will show his understan
Confrontation" by his ability to give examples of inconsistent
which bother him, probable causes for them, and how he can con
to and live with them.

ACTIVITY	CONTENT
4. View and discuss the film "Right and Wrong--and What's In Between." 10 minutes - color (continued)	c. Is it justifiable to be inconsistent? To lie? Under what circumstances? d. When is it difficult to judge what is right or wrong, what is true or false, and what is consistent or inconsistent?
5. Participate in class discussion about peer and sibling inconsistencies.	5. You may want to ask the students these questions to stimulate a discussion about peer and sibling inconsistencies: a. When did some of your friends and/or brothers and sisters act differently than they said they would? b. When did they do something they said they would never do? c. When did they do something that you would never expect? d. How did you feel when they did it? e. Why do you think they did it?
6. Check Point.	6. What evidence do you have that the students are able to give examples of human inconsistencies which bother them, probable causes for these inconsistent behaviors, and how they can constructively react to and live with them?

fter completing this unit the student will show his understanding of "Youth in onfrontation" by his ability to give examples of inconsistent human behaviors hich bother him, probable causes for them, and how he can constructively react o and live with them.

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c. Is it justifiable to be inconsistent? To lie? Under what circumstances?
d. When is it difficult to judge what is right or wrong, what is true or false, and what is consistent or inconsistent?

5. You may want to ask the students these questions to stimulate a discussion about peer and sibling inconsistencies:

   a. When did some of your friends and/or brothers and sisters act differently than they said they would?
   b. When did they do something they said they would never do?
   c. When did they do something that you would never expect?
   d. How did you feel when they did it?
   e. Why do you think they did it?

6. What evidence do you have that the students are able to give examples of human inconsistencies which bother them, probable causes for these inconsistent behaviors, and how they can constructively react to and live with them?

OBJECTIVE 6. After completing this unit the student will show his understandin
Confrontation" by his ability to list alternative behaviors availa c
confrontation situations and state some effects of the chosen beha c
self and others. a

ACTIVITY	CONTENT	
1. Read and discuss "Meet You at 4:00."	1. The activity presents a situation in which the student looks at alternative behaviors possible in a situation and the effects of the various behaviors on the people involved. After the students have read the story and reacted to what might happen, class discussion should promote an understanding of alternative behaviors available in every situation and the effects of the various behaviors on the people involved.	1. " 4 c p
2. Discuss as a class, or in small groups, confrontation situations the students have been in with either adults or adolescents.	2. The situations may be discussed by the entire class or in small groups. If the small group approach is used, the teacher may act as an observer, visit the groups, and help in the discussion. Questions to guide the discussion: a. What other alternative behaviors could have been used? b. What aggressive feeling did the behavior generate? c. What were the effects of the chosen behaviors on students and on those with whom they had the encounter? d. What were the needs of the individuals involved?	2. S m g t u

completing this unit the student will show his understanding of "Youth in
tation" by his ability to list alternative behaviors available to him in
tation situations and state some effects of the chosen behaviors on him-
d others.

CONTENT	MATERIALS
1. The activity presents a situation in which the student looks at alternative behaviors possible in a situation and the effects of the various behaviors on the people involved. After the students have read the story and reacted to what might happen, class discussion should promote an understanding of alternative behaviors available in every situation and the effects of the various behaviors on the people involved.	1. "Meet You at 4:00," page 54 of Student Book, paper and pencil
2. The situations may be discussed by the entire class or in small groups. If the small group approach is used, the teacher may act as an observer, visit the groups, and help in the discussion. Questions to guide the discussion: a. What other alternative behaviors could have been used? b. What aggressive feeling did the behavior generate? c. What were the effects of the chosen behaviors on students and on those with whom they had the encounter? d. What were the needs of the individuals involved?	2. Seating arrangement in small groups if that technique is used

OBJECTIVE 6. After completing this unit the student will show his understan Confrontation" by his ability to list alternative behaviors av confrontation situations and state some effects of the chosen self and others.

ACTIVITY	CONTENT
3. View and discuss 16mm film "Changing the Law" 23 minutes - color	3. The film deals with a new municipal ordinance which restricts the hours of surfing at the local beach. The surfers object. In one episode they riot, and some are arrested. In the second episode, the clock is turned back as though the violence had never occurred. The surfers petition the citizenry and the City Council for repeal of the ordinance. Supporters and opponents of the surfers speak at a city council meeting. Ultimately, the Council passes an ordinance which modifies the original law by increasing the time allowed for surfing. It will prove helpful to secure the study guide that accompanies the film, as it includes the film narrative and 27 questions for discussion.
4. View and discuss the super 8mm film loop "Ganging Up" 3 minutes - color	4. The super 8mm film loop focuses upon one boy and the decision he faces when he is asked to join a group of boys who are teasing and roughing up his playmate. Such a decision places the boy, or any young person, in the center of multiple pressures--the demands of his peers, the written and unwritten codes of his society, and the voice of his individual conscience.

fter completing this unit the student will show his understanding of "Youth in Confrontation" by his ability to list alternative behaviors available to him in onfrontation situations and state some effects of the chosen behaviors on him-elf and others.

	CONTENT	MATERIALS
cuss e Law" color	3. The film deals with a new municipal ordinance which restricts the hours of surfing at the local beach. The surfers object. In one episode they riot, and some are arrested. In the second episode, the clock is turned back as though the violence had never occurred. The surfers petition the citizenry and the City Council for repeal of the ordinance. Supporters and opponents of the surfers speak at a city council meeting. Ultimately, the Council passes an ordinance which modifies the original law by increasing the time allowed for surfing. It will prove helpful to secure the study guide that accompanies the film, as it includes the film narrative and 27 questions for discussion.	3. Film, "Changing the Law" Available from: Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025 Film projector, screen
cuss n color	4. The super 8mm film loop focuses upon one boy and the decision he faces when he is asked to join a group of boys who are teasing and roughing up his playmate. Such a decision places the boy, or any young person, in the center of multiple pressures--the demands of his peers, the written and unwritten codes of his society, and the voice of his individual conscience.	4. Super 8mm film loop, "Ganging Up" Available from: The Ealing Corp. 2225 Massachusetts Avenue, Cambridge, Mass. 02140 Super 8mm loop projector, screen

OBJECTIVE 6. After completing this unit the student will show his understandi
Confrontation" by his ability to list alternative behaviors avai
confrontation situations and state some effects of the chosen be
self and others.

ACTIVITY	CONTENT	
5. Engage in small group discussions of hypothetical confrontations with adults.	5. Divide the class into groups of three or four and have one member of each group responsible for reporting back to the entire class. Each group is to discuss a possible confrontation with one of the adults listed below. Groups can choose so there is no duplication. a. Parent b. Bus driver c. Teacher d. Sales clerk e. Policeman f. Elderly neighbor In relating the group's ideas, the reporter can first describe the confrontation and then give (1) the consensus of his groups as to the effect of the confrontation on both the adult and the adolescent, and (2) the alternative kinds of behaviors that could have occurred. Class members may want to predict the effects of the confrontation before the reporter gives the group consensus.	5.
6. Check Point.	6. What evidence do you have that the students can list alternative behaviors available to them?	

completing this unit the student will show his understanding of "Youth in
ontation" by his ability to list alternative behaviors available to him in
ontation situations and state some effects of the chosen behaviors on him-
and others.

	CONTENT	MATERIALS
s	5. Divide the class into groups of three or four and have one member of each group responsible for reporting back to the entire class. Each group is to discuss a possible confrontation with one of the adults listed below. Groups can choose so there is no duplication. a. Parent d. Sales clerk b. Bus driver e. Policeman c. Teacher f. Elderly neighbor In relating the group's ideas, the reporter can first describe the confrontation and then give (1) the consensus of his groups as to the effect of the confrontation on both the adult and the adolescent, and (2) the alternative kinds of behaviors that could have occurred. Class members may want to predict the effects of the confrontation before the reporter gives the group consensus.	5. Seating arrangements in small groups with situations devised by the students
	6. What evidence do you have that the students can list alternative behaviors available to them?	

CONCLUDING THE UNIT:

ACTIVITY	CONTENT
1. Review objectives for the learner.	1. The class could review the objectives to discover any personal growth and changes in attitudes.
2. Take the post-test.	2. The teacher may wish to share these results with the students. The evaluator might be able to discover some growth and changes in attitudes of the learner by comparing the pre-test scores with the post-test scores. Further instructions and suggestions for use of the post-test are in the section of the manual dealing with pre-post tests.

NIT:

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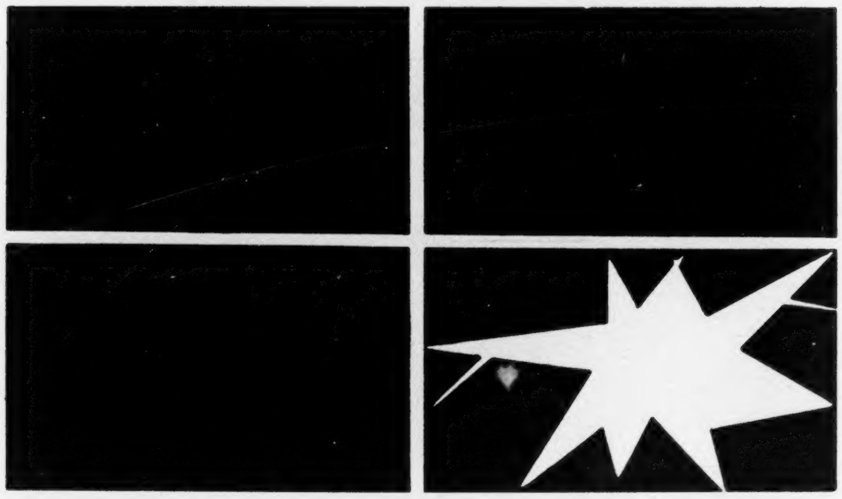
CONTENT	MATERIALS
1. The class could review the objectives to discover any personal growth and changes in attitudes.	1. Page 44 of Student Book
2. The teacher may wish to share these results with the students. The evaluator might be able to discover some growth and changes in attitudes of the learner by comparing the pre-test scores with the post-test scores. Further instructions and suggestions for use of the post-test are in the section of the manual dealing with pre-post tests.	2. A ditto copy for each student of the unit pre-post test

UNIT III
VANDALISM

Vandalism



RATIONALE

TIME magazine characterized the vandal as society's outsider who is attemptin
has some effect on his environment. He chooses destructive acts because they
seen and more easily accomplished than constructive acts." "Vandalism" is d
units as DELIBERATE OR WILLFUL DESTRUCTION OR DAMAGE DONE TO PRIVATE OR PUBLI

Destructive acts take many forms. Stoning of trains by adolescents has increa
in the last few years that many commuters between New York and its suburbs ke
protection. Approximately $10,000,000 is spent annually in repairing vandal
phones. New York City estimated the cost of school vandalism at $6,500,000
in various parts of the country have had to close for a day or two because of
vandals.

Sociologists who study the topic have found that nearly 80% of those arrested
under 18 and that most acts of vandalism have motivation and logic behind the
school vandalism seems to indicate that something is wrong with the school th
"something wrong" might range from outdated facilities to poor staff to stude

The indictment against the schools is serious. The charge requires school pe
at what is going on in schools that could lead a student to respond with an a
Schools should assume the responsibility to help students understand the feel
ing to work out and ways they can seek constructive alternatives to meet thei
feel like destroying property.

In this unit students are given opportunities to study kinds of destructive b
fects, alternatives, and the attitudes of people toward it. The culminating
students to decide what constructive alternatives are available to them when
destroying property.

Student growth in ability to think critically about vandalism and behave resp
ing with it are major goals of the unit.

---

* "The Vandal, Society's Outsider" Time, 19 January 1970, p. 45.

Remind the students at appropriate times of the two vital questions to
to understand behavior. They are listed at the bottom of the Rationale
book.

1. What feeling or need was the person trying to work out?
2. Why did he go at it that way?

RATIONALE

racterized the vandal as society's outsider who is attempting to show that he
n his environment. He chooses destructive acts because they are more readily
ily accomplished than constructive acts." "Vandalism" is defined in these
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take many forms. Stoning of trains by adolescents has increased so dramatically
ears that many commuters between New York and its suburbs keep blinds drawn for
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k City estimated the cost of school vandalism at $6,500,000 in 1969. Schools
of the country have had to close for a day or two because of damage done by

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might range from outdated facilities to poor staff to student boredom.

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on in schools that could lead a student to respond with an act of vandalism.
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nd ways they can seek constructive alternatives to meet their needs when they
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ability to think critically about vandalism and behave responsibly when deal-
ajor goals of the unit.

ciety's Outsider" _Time_, 19 January 1970, p. 45.

students at appropriate times of the two vital questions to ask in trying
nd behavior. They are listed at the bottom of the Rationale page of their

1. What feeling or need was the person trying to work out?
2. Why did he go at it that way?

OBJECTIVES FOR THE LEARNER

After completing this unit the student will show his understanding of "Vand
to:

1. Describe different types of situations in which vandalism takes place.
2. Discuss adult and adolescent attitudes towards people, property, and th
property.
3. Identify some underlying causes of vandalism.
4. Describe and analyze the effects of vandalism on the person committing
against whom the act is committed, and others.
5. Suggest alternatives to vandalism.
6. Explain how he will decide whether or not to vandalize when he feels li
property.

OBJECTIVES FOR THE LEARNER (from the Student Book)

1. Describe different types of situations in which vandalism takes place.
2. Discuss my attitudes and the attitudes of adults towards people, proper
tion of property.
3. Identify some causes of vandalism.
4. Describe the effects of vandalism on all the persons involved.
5. Suggest some alternatives to vandalism.
6. Explain how I will decide whether or not to vandalize when I feel like

Further objectives developed by the class:

7.

8.

9.

10.

THE LEARNER

ng this unit the student will show his understanding of "Vandalism" by his ability

ifferent types of situations in which vandalism takes place.
ult and adolescent attitudes towards people, property, and the destruction of

ome underlying causes of vandalism.
nd analyze the effects of vandalism on the person committing the act, the person
om the act is committed, and others.
ternatives to vandalism.
v he will decide whether or not to vandalize when he feels like destroying

THE LEARNER (from the Student Book)

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attitudes and the attitudes of adults towards people, property, and the destruc-
operty.
ome causes of vandalism.
he effects of vandalism on all the persons involved.
he alternatives to vandalism.
v I will decide whether or not to vandalize when I feel like destroying property.

ves developed by the class:

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT

Materials listed are not essential to teaching the unit, but their use would c enrichment to the learning activities. If you are unable to secure all of the priority to those marked with asterisks (*), since they would be particularly unit.

OBJECTIVE	ITEM	APPROX. COST	AVAILABLE FOR
#1	Vandalism slide set - Color		Educational Rese of America Rockefeller Bui Cleveland, Ohio
#2	"Vandalism" Tape recording		Educational Rese of America Rockefeller Bui Cleveland, Ohio
#3	"Why Vandalism?" 16 mm Film 30 Minutes - B&W	Rental fee $4.00 per day	Encyclopaedia Br Films, Inc. Wilmette, Illin
#3	"Mike Makes His Mark" 16 mm Film 20 Minutes - Color, B&W	$170.00 (Color) $ 75.00 (B&W)	National Educati Division of Pres Relations 1201 Sixteenth S Washington, D. C
#6	"Spray Paint" Super 8 mm Film Loop 4 Minutes - Color	$21.00	"Values In Actic Ealing Film Loop 2225 Massachuset Cambridge, Massa

FOR THE ENRICHMENT OF THE UNIT

e not essential to teaching the unit, but their use would definitely add earning activities. If you are unable to secure all of the materials, give arked with asterisks (*), since they would be particularly valuable for the

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
dalism slide set olor		Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113
ndalism" e recording		Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113
y Vandalism?" mm Film Minutes - B&W	Rental fee $4.00 per day	Encyclopaedia Britannica Films, Inc. Wilmette, Illinois
ke Makes His Mark" mm Film Minutes - or, B&W	$170.00 (Color) $ 75.00 (B&W)	National Education Association Division of Press & Radio Relations 1201 Sixteenth Street, N.W. Washington, D. C.
ray Paint" er 8 mm Film Loop inutes - Color	$21.00	"Values In Action" Series Ealing Film Loops 2225 Massachusetts Avenue Cambridge, Massachusetts 02140

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT (continued)

OBJECTIVE	ITEM	APPROX. COST	AVAILABLE
#6	"Rocks and Trains" Super 8 mm Film Loop 4 Minutes - Color	$21.00	"Values In Ac Ealing Film I 2225 Massachu Cambridge, Ma
#6	* "The Damaged Book" Super 8 mm Film Loop 4 Minutes - Color	$21.00	"Values In Ac Ealing Film I Cambridge, Ma

IALS FOR THE ENRICHMENT OF THE UNIT (continued)

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
"Rocks and Trains" Super 8 mm Film Loop 4 Minutes - Color	$21.00	"Values In Action" Series Ealing Film Loops 2225 Massachusetts Avenue Cambridge, Massachusetts 02140
* "The Damaged Book" Super 8 mm Film Loop 4 Minutes - Color	$21.00	"Values In Action" Series Ealing Film Loops Cambridge, Massachusetts 02140

SUPPLEMENTARY READINGS

These are highly recommended readings for all teachers about to become involved unit:

BOOKS:

Glasser, William, M.D. Schools without Failure. New York, New York: Harper 1969.

Martin, John M. Juvenile Vandalism: The Study of Its Nature and Prevention. Illinois: Thomas, 1961.

ARTICLES:

Grimm, Robert. "The High Cost of School Vandalism." Ohio Schools, 13 July

"How Schools Combat Vandalism." Nation's Schools 81 (1968), pp. 58-61.

"Lowering the Toll of Vandalism." American School and University 38 (1966),

"Railroad's New Worry--Looters." U.S. News and World Report, 27 July 1970,

"Surging Vandalism: Its Expense to America." U.S. News and World Report, 25 pp. 32-34.

"The Vandal: Society's Outsider." Time, 19 January 1970, p. 45.

"Ways of Fighting Vandalism: Symposium." Today's Education 57 (1968), pp. 2

"Youth in Rebellion--Why?" U.S. News and World Report, 25 April 1970, pp. 4

Supplementary readings that pertain to the causal approach to behavior are list mentary Readings page of the first unit. They are highly recommended as backgr all the units.

INGS

ecommended readings for all teachers about to become involved in teaching this

m, M.D. *Schools without Failure*. New York, New York: Harper & Row Publishers,

Juvenile Vandalism: The Study of Its Nature and Prevention. Springfield,
s, 1961.

"The High Cost of School Vandalism." *Ohio Schools*, 13 July 1969, pp. 17-20.

mbat Vandalism." *Nation's Schools* 81 (1968), pp. 58-61.

oll of Vandalism." *American School and University* 38 (1966), pp. 26-27.

Worry--Looters." *U.S. News and World Report*, 27 July 1970, pp. 20-21.

ism: Its Expense to America." *U.S. News and World Report*, 25 August 1969,

ciety's Outsider." *Time*, 19 January 1970, p. 45.

ng Vandalism: Symposium." *Today's Education* 57 (1968), pp. 28-32.

lion--Why?" *U.S. News and World Report*, 25 April 1970, pp. 42-46.

ings that pertain to the causal approach to behavior are listed on the Supple-
age of the first unit. They are highly recommended as background for teaching

INTRODUCTION TO THE UNIT

The variety of activities with each objective is intended to provide choic it is necessary to do all of them. Activities chosen can be based on such nificant terms, degree of relevancy as determined by the teacher and/or th type of class, depth of study in the unit, availability of supplemental ma tions, and class interest.

ACTIVITY	CONTENT
1. Take the pre-test.	1. Instructions for administering and making use of pre-tests are in the section of the manual dealing with the use of pre-post tests. The directions for administering and scoring this pre-post test are on the page preceding the pre-post test for this unit.
2. Read and discuss the rationale for the unit.	2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit
3. Read and discuss the objectives for the learner.	3. The teacher may wish to see if the class wants to create its own learner objectives for "Vandalism." The starting point for this approach would be to ask the class what they want to learn about the topic. Another method of introducing learner objectives is by reading and discussing each of the learner objectives in the unit. The students can suggest surther objectives they feel are necessary. It is important that the students understand the relevancy and importance of each objective. The general section of the manual that deals with objectives should aid the teachers if the students have difficulty in understanding the objectives. The unit objectives displayed on a transparency may be helpful.

O THE UNIT

f activities with each objective is intended to provide choices, so do not feel that
y to do all of them. Activities chosen can be based on such things as defining sig-
s, degree of relevancy as determined by the teacher and/or the class, the particular
depth of study in the unit, availability of supplemental materials, time limita-
ss interest.

Y	CONTENT	MATERIALS
	1. Instructions for administering and making use of pre-tests are in the section of the manual dealing with the use of pre-post tests. The directions for administering and scoring this pre-post test are on the page preceding the pre-post test for this unit.	1. A ditto copy for each student of the unit pre-post test in the manual
iscuss le t.	2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit.	2. Why? page 59 of Student Book
iscuss ives rner.	3. The teacher may wish to see if the class wants to create its own learner objectives for "Vandalism." The starting point for this approach would be to ask the class what they want to learn about the topic. Another method of introducing learner objectives is by reading and discussing each of the learner objectives in the unit. The students can suggest surther objectives they feel are necessary. It is important that the students understand the relevancy and importance of each objective. The general section of the manual that deals with objectives should aid the teachers if the students have difficulty in understanding the objectives. The unit objectives displayed on a transparency may be helpful.	3. Page 60 of Student Book, a transparency of the objectives for the learner, overhead projector

OBJECTIVE 1. After completing this unit the student will show his understand
by his ability to describe different types of situations in whi
place.

ACTIVITY	CONTENT	
1. Define vandalism.	1. Discussion begins with what students think of when they hear the word "vandalism." Their definition of the term can then be compared with the one used here: Vandalism is: DELIBERATE OR WILLFUL DESTRUCTION OR DAMAGE DONE TO PRIVATE OR PUBLIC PROPERTY. This definition should be added to the Definition of Terms page in the Student Book.	1
2. Read and discuss "Types of Vandalism."	2. Some common types of vandalism are discussed on the student page. The class may think of other types of vandalism and examples to add to the page.	2
3. Look at slides and pictures of vandalism and discuss the actions depicted.	3. Discussion questions: a. What do you see in these pictures? b. Have you seen this before? c. Who do you think could have done this? d. How do you feel when you see something like this? e. What would you call such behavior?	3

r completing this unit the student will show his understanding of "Vandalism"
is ability to describe different types of situations in which vandalism takes
e.

	CONTENT	MATERIALS
	1. Discussion begins with what students think of when they hear the word "vandalism." Their definition of the term can then be compared with the one used here: Vandalism is: DELIBERATE OR WILLFUL DESTRUCTION OR DAMAGE DONE TO PRIVATE OR PUBLIC PROPERTY. This definition should be added to the Definition of Terms page in the Student Book.	1. Chalkboard and chalk
ss	2. Some common types of vandalism are discussed on the student page. The class may think of other types of vandalism and examples to add to the page.	2. "Types of Vandalism," page 61 of Student Book, or ditto copies of this page
f	3. Discussion questions: a. What do you see in these pictures? b. Have you seen this before? c. Who do you think could have done this? d. How do you feel when you see something like this? e. What would you call such behavior?	3. Vandalism Slides Available from: Educational Research Council of America, Rockefeller Bldg., Cleveland, O. 44113 Ditto sheets with discussion questions, chalkboard, chalk, paper and pencil; if necessary, newspapers and magazines

OBJECTIVE 1. After completing this unit the student will show his underst
by his ability to describe different types of situations in
place.

ACTIVITY	CONTENT
4. Participate in individual projects.	4. To assist the students in further understanding of vandalism, the suggestions below could be used for individual projects: a. Pantomiming a destructive act b. Taking photographs depicting vandalism and sharing them with other interested students c. Looking for pictures in newspapers or magazines and using them for a bulletin board display or in making a collage d. Drawing pictures or cartoons e. Discussing different forms of vandalism they may have seen or heard about
5. Find out the origin of the word "vandalism" through research.	5. Two or three students might like to find out where the word originated. *Note: They should discover that the Vandals were one of the most barbarous of the East Germanic tribes, who ravaged Gaul, Spain, and northern Africa, and invaded Rome in the fifth century. They were notorious for destroying monuments of art and literature.

After completing this unit the student will show his understanding of "Vandalism" by his ability to describe different types of situations in which vandalism takes place.

	CONTENT	MATERIALS
in	4. To assist the students in further understanding of vandalism, the suggestions below could be used for individual projects: a. Pantomiming a destructive act b. Taking photographs depicting vandalism and sharing them with other interested students c. Looking for pictures in newspapers or magazines and using them for a bulletin board display or in making a collage d. Drawing pictures or cartoons e. Discussing different forms of vandalism they may have seen or heard about	4. Materials will vary according to the selection of the project
e he lism" earch.	5. Two or three students might like to find out where the word originated. *Note: They should discover that the Vandals were one of the most barbarous of the East Germanic tribes, who ravaged Gaul, Spain, and northern Africa, and invaded Rome in the fifth century. They were notorious for destroying monuments of art and literature.	5. Dictionary, encyclopedia, paper, pencil, chalkboard and chalk, library or learning center

OBJECTIVE 1. After completing this unit the student will show his understandi
by his ability to describe different types of situations in whic
place.

ACTIVITY	CONTENT	
6. Take a tour of the school and suggest ways in which it can be improved.	6. A group of four or five students can tour the building with the teacher and make a list of suggestions for the physical improvement of the building as well as vandalistic acts. A student in the group can write their suggestions on the chalkboard, and the class as a whole could have a discussion on: a. Where improvements can be made in the building b. How the students can help in such improvements c. What a student could do in the future to help bring about those improvements	6
7. Participate in a panel discussion.	7. Four to six students may wish to prepare and present a panel discussion which would examine various forms of vandalism and the different types of situations in which vandalism takes place.	
8. Check Point.	8. What evidence do you have that the students can describe different types of situations in which vandalism takes place?	

er completing this unit the student will show his understanding of "Vandalism" nis ability to describe different types of situations in which vandalism takes ce.

d.

CONTENT	MATERIALS
6. A group of four or five students can tour the building with the teacher and make a list of suggestions for the physical improvement of the building as well as vandalistic acts. A student in the group can write their suggestions on the chalkboard, and the class as a whole could have a discussion on: a. Where improvements can be made in the building b. How the students can help in such improvements c. What a student could do in the future to help bring about those improvements	6. Paper and pencil, or chalkboard and chalk
7. Four to six students may wish to prepare an present a panel discussion which would ex[illegible] various forms of vandalism and the different types of situations in which vandalism takes place.	
8. What evidence do you have that the students can describe different types of situations in which vandalism takes place?	

OBJECTIVE 2. After completing this unit the student will show his understa
by his ability to discuss adult and adolescent attitudes towa
and the destruction of property.

ACTIVITY	CONTENT
1. Read and react to "What Is the Difference?"	1. This activity can be used to have the students critically analyze the consequences of two incidents of vandalism, one of permanent damage, and another of less severity. The students could discuss the questions first as they would answer them, and then as they think an adult might answer the questions.
2. Read and react to "Who, What and Why?"	2. Not everyone views a particular act in the same manner. The Student Book has an example and asks the student to write his own story and analyze it. The teacher should keep in mind that there are no "right" answers.
3. Participate in and observe the play, "The Lords."	3. Some students may be interested in acting out and/or taping this play as it appears in the Student Book. Some possible questions for the discussion following either of the presentations: a. What was the goal of the LORDS? b. How do you feel about this goal? c. What was the club's motto? d. What does "disorder" mean? e. When did the motto and goals begin to break down? f. Whom do you like best? Why? g. Whom do you dislike? Why? h. What caused the club members to change the club name? i. How would you respond if you were invited to join the LORDS? j. Do you belong to a group?

After completing this unit the student will show his understanding of "Vandalism" by his ability to discuss adult and adolescent attitudes towards people, property, and the destruction of property.

y	CONTENT	MATERIALS
act the "	1. This activity can be used to have the students critically analyze the consequences of two incidents of vandalism, one of permanent damage, and another of less severity. The students could discuss the questions first as they would answer them, and then as they think an adult might answer the questions.	1. "What Is the Difference?" page 62 of Student Book
act at	2. Not everyone views a particular act in the same manner. The Student Book has an example and asks the student to write his own story and analyze it. The teacher should keep in mind that there are no "right" answers.	2. "Who, What and Why?" page 64 of Student Book, paper and pencil
in the Lords."	3. Some students may be interested in acting out and/or taping this play as it appears in the Student Book. Some possible questions for the discussion following either of the presentations: a. What was the goal of the LORDS? b. How do you feel about this goal? c. What was the club's motto? d. What does "disorder" mean? e. When did the motto and goals begin to break down? f. Whom do you like best? Why? g. Whom do you dislike? Why? h. What caused the club members to change the club name? i. How would you respond if you were invited to join the LORDS? j. Do you belong to a group?	3. "The Lords," page 66 of Student Book, tape of "The Lords" Adapted from: Read Magazine, Vol. XIX, No. 7, December 1, 1969, Education Center, Columbus, Ohio 43216

OBJECTIVE 2. After completing this unit the student will show his understand by his ability to discuss adult and adolescent attitudes toward and the destruction of property.

ACTIVITY	CONTENT
4. Listen and react to audio-tape of "Adults Discussing Vandalism." Part I - Teachers 15 minutes Part II - Parents 15 minutes	4. Part I of the tape is six teachers discussing vandalism, and Part II is six parents discussing the topic. The tape can be stopped as various points are made by the panelists, or all the discussion can take place after the entire tape is played. The questions below can serve as a study guide and should be presented to the class prior to the playing of the tape: 5 a. How do the adults define vandalism? b. What are some specific acts that they define as vandalism? c. How much vandalism do adults think there is today? d. What reasons do adults give for young people's involvement in vandalism? e. How do adults feel about people who commit vandalism? f. How do they feel about vandalism in general? g. What do the adults suggest to slow down the rate of vandalism or decrease the amount of vandalism? h. Are there any alternatives to vandalism mentioned? i. How much understanding of vandalism do parents and teachers have? j. What feelings do you have about vandalism that are similar to the adults' feelings? If the teacher or members of the class want to make their own tape, they might use versions of the questions listed above.

ompleting this unit the student will show his understanding of "Vandalism" ability to discuss adult and adolescent attitudes towards people, property, destruction of property.

CONTENT

4. Part I of the tape is six teachers discussing vandalism, and Part II is six parents discussing the topic. The tape can be stopped as various points are made by the panelists, or all the discussion can take place after the entire tape is played. The questions below can serve as a study guide and should be presented to the class prior to the playing of the tape:
   a. How do the adults define vandalism?
   b. What are some specific acts that they define as vandalism?
   c. How much vandalism do adults think there is today?
   d. What reasons do adults give for young people's involvement in vandalism?
   e. How do adults feel about people who commit vandalism?
   f. How do they feel about vandalism in general?
   g. What do the adults suggest to slow down the rate of vandalism or decrease the amount of vandalism?
   h. Are there any alternatives to vandalism mentioned?
   i. How much understanding of vandalism do parents and teachers have?
   j. What feelings do you have about vandalism that are similar to the adults' feelings?

   If the teacher or members of the class want to make their own tape, they might use versions of the questions listed above.

MATERIALS

5. Audio-tape of "Adults Discussing Vandalism"
   Available from:
   Educational Research Council of America,
   Rockefeller Bldg.,
   Cleveland, Ohio
   44113

OBJECTIVE 2. After completing this unit the student will show his underst
by his ability to discuss adult and adolescent attitudes tow
and the destruction of property.

ACTIVITY	CONTENT
5. Discuss why people do or do not become involved in stopping an act of vandalism.	5. The class could use newspaper articles to help them discuss how people might or might not become involved in certain situations where individuals could use help. They might want to include some situations they have witnessed or heard about. The class should keep in mind how the consequences of getting involved might influence the behavior of people. Some situations the class might discuss are: a. An ad in the classified section, "Will anyone who witnessed the destruction of an outdoor art display at the corner of Main and Willow on ... please call this number." b. A group of 15 youths vandalized radio antennas on cars parked on Main Street while many persons just walked by. c. A student throws a rock through a school window while his friends watch.
6. Read and discuss "A Night in Scottsville."	6. This story enables the students to have an experience of living in a small town where everyone knows everyone else and where there is great respect for property. A gang of motorcyclists arrives. They have no respect for the townspeople's property and proceed to cause damage. Discussion of these incidents could reveal how the students feel about this type of life and about the destruction that took place. Some students may also want to act out a town meeting to discuss this incident and decide what is to be done about it.

ter completing this unit the student will show his understanding of "Vandalism" his ability to discuss adult and adolescent attitudes towards people, property, d the destruction of property.

CONTENT

MATERIALS

5. The class could use newspaper articles to help them discuss how people might or might not become involved in certain situations where individuals could use help. They might want to include some situations they have witnessed or heard about. The class should keep in mind how the consequences of getting involved might influence the behavior of people.

   Some situations the class might discuss are:

   a. An ad in the classified section, "Will anyone who witnessed the destruction of an outdoor art display at the corner of Main and Willow on ... please call this number."
   b. A group of 15 youths vandalized radio antennas on cars parked on Main Street while many persons just walked by.
   c. A student throws a rock through a school window while his friends watch.

uss

6. This story enables the students to have an experience of living in a small town where everyone knows everyone else and where there is great respect for property. A gang of motorcyclists arrives. They have no respect for the townspeople's property and proceed to cause damage.

   Discussion of these incidents could reveal how the students feel about this type of life and about the destruction that took place. Some students may also want to act out a town meeting to discuss this incident and decide what is to be done about it.

6. "A Night in Scottsville," page 70 of Student Book

OBJECTIVE 2. After completing this unit the student will show his understand by his ability to discuss adult and adolescent attitudes towards and the destruction of property.

ACTIVITY	CONTENT
7. Discuss personal feelings towards loss of property.	7. Each of us has felt disappointed when a possession was destroyed or "lost." Some students might want to talk about some of their "losses" --how they felt and what they did. Perhaps the teacher could start the group discussion by relating a personal experience or two.
8. Survey or question others.	8. Some students may want to conduct a survey with adults and other adolescents. Their questions should be formulated in relation to adult and adolescent attitudes toward people, property, and destruction of property. Class discussion of the results should be valuable. Asking the "man on the street" survey questions is more advisable than going from door to door. The principal of the school should be made aware of the activity prior to carrying it out.

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	CONTENT	MATERIALS
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OBJECTIVE 2. After completing this unit the student will show his understa
by his ability to discuss adult and adolescent attitudes towa
and the destruction of property.

ACTIVITY	CONTENT
9. Estimate the cost of various pieces of equipment and decide to whom the items belong.	9. The teacher or a group of students might want to devise an activity whereby the students can estimate the cost of certain items around the school and the home and ascertain to whom the items belong. A point of interest here is that a great deal of research shows that people do not usually destroy property which they feel is their own. Thus, if a student uses a tape recorder in the learning center and feels that it is his, he is not likely to destroy it. Along with the cost, the students could be asked to discuss what items in the school they benefit from.
10. Check Point.	10. What evidence do you have that the student is able to discuss adult and adolescent attitudes towards people, property, and the destruction of property?

After completing this unit the student will show his understanding of "Vandalism" by his ability to discuss adult and adolescent attitudes towards people, property, and the destruction of property.

CONTENT	MATERIALS
9. The teacher or a group of students might want to devise an activity whereby the students can estimate the cost of certain items around the school and the home and ascertain to whom the items belong. A point of interest here is that a great deal of research shows that people do not usually destroy property which they feel is their own. Thus, if a student uses a tape recorder in the learning center and feels that it is his, he is not likely to destroy it. Along with the cost, the students could be asked to discuss what items in the school they benefit from.	
10. What evidence do you have that the student is able to discuss adult and adolescent attitudes towards people, property, and the destruction of property?	

OBJECTIVE 3. After completing this unit the student will show his understan
by his ability to identify causes of vandalism.

ACTIVITY	CONTENT
1. Participate in a discussion of vandalism.	1. Use the following sentences to discuss or write about feelings which often lead to vandalism: a. A youth is angry at a teacher, so he breaks some school windows. b. A youth is disappointed because his parents will not let him go to the ball game, so he sits in his room and scribbles all over the chair. c. A youth is scolded by a grouchy neighbor, so he throws eggs at the neighbor's house. d. A youth writes on school desks in the study hall because he hates school. e. A youth who is a member of a gang slashes tires on automobiles in the community. f. As a youth watches another student creating a mask in art class, he decides to splatter paste on the mask. g. A youth wants some grapes, so he tramps through the neighbor's flower garden to get them. Questions to be considered while discussing the situations are: a. What feelings might have caused the behavior? b. Which of the person's needs might not be satisfied? c. What may have caused the person or persons to act destructively? d. What are some alternatives they could have used?

r completing this unit the student will show his understanding of "Vandalism" is ability to identify causes of vandalism.

CONTENT

MATERIALS

1. Use the following sentences to discuss or write about feelings which often lead to vandalism:

   a. A youth is angry at a teacher, so he breaks some school windows.
   b. A youth is disappointed because his parents will not let him go to the ball game, so he sits in his room and scribbles all over the chair.
   c. A youth is scolded by a grouchy neighbor, so he throws eggs at the neighbor's house.
   d. A youth writes on school desks in the study hall because he hates school.
   e. A youth who is a member of a gang slashes tires on automobiles in the community.
   f. As a youth watches another student creating a mask in art class, he decides to splatter paste on the mask.
   g. A youth wants some grapes, so he tramps through the neighbor's flower garden to get them.

   Questions to be considered while discussing the situations are:

   a. What feelings might have caused the behavior?
   b. Which of the person's needs might not be satisfied?
   c. What may have caused the person or persons to act destructively?
   d. What are some alternatives they could have used?

OBJECTIVE 3. After completing this unit the student will show his unders
by his ability to identify causes of vandalism.

ACTIVITY	CONTENT
2. Read and discuss "Trouble."	2. "Trouble" tells how feelings of being left out, worthlessness, and failure can lead to retaliation by vandalism. The class could discuss Jim's frustration when his needs were not met, and the feelings he was trying to work out.
3. View and discuss film "Why Vandalism?" 30 minutes - color	3. Synopsis of film: "Why Vandalism?" shows three boys on an evening with nothing to do. Ignoring a recreation center dance, they walk near the school and decide to enter. They begin to look around the science room. Rowdy behavior follows and damage is done Discussion questions: a. Why do you think the boys entered the school? b. Why do you think each boy destroyed property in the school? c. What might have been some needs of each of the boys? d. Why do you think some people express their feelings in destructive ways? e. How do you think the boys might feel about themselves after wrecking the science room? f. What were some possible causes of vandalism mentioned in the film? g. What are some other possible causes?

fter completing this unit the student will show his understanding of "Vandalism" his ability to identify causes of vandalism.

	CONTENT	MATERIALS
cuss	2. "Trouble" tells how feelings of being left out, worthlessness, and failure can lead to retaliation by vandalism. The class could discuss Jim's frustration when his needs were not met, and the feelings he was trying to work out.	2. "Trouble," page 72 of Student Book
cuss color	3. Synopsis of film: "Why Vandalism?" shows three boys on an evening with nothing to do. Ignoring a recreation center dance, they walk near the school and decide to enter. They begin to look around the science room. Rowdy behavior follows and damage is done. Discussion questions: a. Why do you think the boys entered the school? b. Why do you think each boy destroyed property in the school? c. What might have been some needs of each of the boys? d. Why do you think some people express their feelings in destructive ways? e. How do you think the boys might feel about themselves after wrecking the science room? f. What were some possible causes of vandalism mentioned in the film? g. What are some other possible causes?	3. Film, "Why Vandalism?" Available from: Encyclopaedia Britannica, Wilmette, Ill.

OBJECTIVE 3. After completing this unit the student will show his understan
by his ability to identify causes of vandalism.

ACTIVITY	CONTENT
4. Interview other students.	4. Class members may want to conduct a survey or interview other students in school to find out what they believe causes vandalism. Some students may have factual information to contribute, while others may have basic and logical thoughts about the causes of vandalism. A class discussion of these results would probably be interesting. Class members may want to discuss what points or questions would be appropriate for an interview concerning causes, develop their technique for conducting the survey or interview, and make plans for using the results either for a class discussion or a statistical study. Sample questions might be: a. What might be the needs of a person who vandalizes? b. What feelings might cause a person to destroy property? c. What do you think causes vandalism? d. What incidents of vandalism have you seen? e. Why do you think they happened? f. What do you think caused them? g. How do you think the person doing the damage felt when he was vandalizing? Students might want to expand this activity by interviewing people other than students or school personnel. For instance, they could organize and develop a procedure for interviewing members of the police force, town businessmen, local lawyers, or members of city council.

ter completing this unit the student will show his understanding of "Vandalism" his ability to identify causes of vandalism.

CONTENT MATERIALS

4. Class members may want to conduct a survey or interview other students in school to find out what they believe causes vandalism. Some students may have factual information to contribute, while others may have basic and logical thoughts about the causes of vandalism. A class discussion of these results would probably be interesting. Class members may want to discuss what points or questions would be appropriate for an interview concerning causes, develop their technique for conducting the survey or interview, and make plans for using the results either for a class discussion or a statistical study.

   Sample questions might be:

   a. What might be the needs of a person who vandalizes?
   b. What feelings might cause a person to destroy property?
   c. What do you think causes vandalism?
   d. What incidents of vandalism have you seen?
   e. Why do you think they happened?
   f. What do you think caused them?
   g. How do you think the person doing the damage felt when he was vandalizing?

   Students might want to expand this activity by interviewing people other than students or school personnel. For instance, they could organize and develop a procedure for interviewing members of the police force, town businessmen, local lawyers, or members of city council.

OBJECTIVE 3. After completing this unit the student will show his understandi
by his ability to identify causes of vandalism.

ACTIVIT	CONTENT	
5. View and discuss the film "Mike Makes His Mark." 29 minutes - color	5. Synopsis of film: Mike, a boy who hates school, draws a black mark near the front door of the school as he enters the first day. Through the help of the student conselor, Mike begins to see that school can be an interesting, worthwhile place. School gives more incentives and interests. Mike changes his attitudes about school and about the mark. "Mike Makes His Mark" shows how a school handles the challenge of potential delinquency. A discussion guide accompanies the film.	5.
6. Write a play, poem, or song.	6. Following the discussion activity in which students have considered possible causes and feelings that lead to vandalism, some may want to write a play, story, poem, or song on that topic. They could emphasize the causes and feelings of the person and how these feelings motivated the vandalism. Some possible ideas are: a. Peer pressure causing a person to get involved in vandalism b. Vandalizing as a way of getting even with someone	6.

After completing this unit the student will show his understanding of "Vandalism" by his ability to identify causes of vandalism.

Y	CONTENT	MATERIALS
iscuss Mike Mark." - color	5. Synopsis of film: Mike, a boy who hates school, draws a black mark near the front door of the school as he enters the first day. Through the help of the student conselor, Mike begins to see that school can be an interesting, worthwhile place. School gives more incentives and interests. Mike changes his attitudes about school and about the mark. "Mike Makes His Mark" shows how a school handles the challenge of potential delinquency. A discussion guide accompanies the film.	5. Film, "Mike Makes His Mark" Available from: National Educ. Asso., Div. of Press & Radio Relations, NEA, 1201 16th St. NW, Washington, D.C. Film projector, screen
ay, ong.	6. Following the discussion activity in which students have considered possible causes and feelings that lead to vandalism, some may want to write a play, story, poem, or song on that topic. They could emphasize the causes and feelings of the person and how these feelings motivated the vandalism. Some possible ideas are: a. Peer pressure causing a person to get involved in vandalism b. Vandalizing as a way of getting even with someone	6. Paper and pencil

OBJECTIVE 3. After completing this unit the student will show his understandi
by his ability to identify causes of vandalism.

ACTIVITY	CONTENT	
7. Read and discuss "The Broken Window."	7. This story is about a boy who feels no one understands him and how these feelings cause him to commit an act of vandalism. Questions for discussion: a. What probably was Dick's greatest need? b. What could have happened so that Dick might not have had these feelings? c. How do you think Dick felt after he broke the window?	7.
8. Read and discuss comments from U.S. News and World Report article.	8. This article reports comments and statements from a nationwide survey which indicates how wanton destruction by vandals is hurting property owners, increasing the government costs, raising insurance rates, and adding millions of dollars to the high cost of living. Many facts and examples of rising costs--as well as cases of property destruction--are quoted from the survey. In addition to effects, possible causes and conditions leading to vandalism are mentioned. For example: a. "Vandalism is one index of social stresses." b. "Vandalism tends to concentrate in parts of town where tensions are greatest among adults." - Dr. John M. Martin, professor of sociology at Fordham University c. "I attribute this increase in vandalism to this generation's lack of respect for property." - spokesman for the Chicago park district	8.

r completing this unit the student will show his understanding of "Vandalism" is ability to identify causes of vandalism.

	CONTENT	MATERIALS
s	7. This story is about a boy who feels no one understands him and how these feelings cause him to commit an act of vandalism. Questions for discussion: a. What probably was Dick's greatest need? b. What could have happened so that Dick might not have had these feelings? c. How do you think Dick felt after he broke the window?	7. "The Broken Window," page 74 of Student Book
s	8. This article reports comments and statements from a nationwide survey which indicates how wanton destruction by vandals is hurting property owners, increasing the government costs, raising insurance rates, and adding millions of dollars to the high cost of living. Many facts and examples of rising costs--as well as cases of property destruction--are quoted from the survey. In addition to effects, possible causes and conditions leading to vandalism are mentioned. For example: a. "Vandalism is one index of social stresses." b. "Vandalism tends to concentrate in parts of town where tensions are greatest among adults." - Dr. John M. Martin, professor of sociology at Fordham University c. "I attribute this increase in vandalism to this generation's lack of respect for property." - spokesman for the Chicago park district	8. Paper and pencil For further discussion materials, refer to: "Surging Vandalism," U.S. News and World Report, August 25, 1969

OBJECTIVE 3. After completing this unit the student will show his unders
by his ability to identify causes of vandalism.

ACTIVITY	CONTENT
9. Participate in a panel discussion.	9. Perhaps students may want to arrange and conduct a panel discussion on possible causes and feelings which might lead to vandalism. Suggested topics are: a. Peer pressure b. Displaced anger c. Self-worth needs d. Affluence of society e. Too much materialism f. Inconsistencies of adults, police, or courts g. Boredom h. Anger, striking out i. Lack of respect for oneself and others In considering each of the above topics and others, these questions could be discussed: a. In what ways could this feeling cause vandalism? b. What feelings do youth have regarding this problem? c. Why does a person strike out at another or at property?

After completing this unit the student will show his understanding of "Vandalism" by his ability to identify causes of vandalism.

TY CONTENT MATERIALS

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Suggested topics are:

a. Peer pressure
b. Displaced anger
c. Self-worth needs
d. Affluence of society
e. Too much materialism
f. Inconsistencies of adults, police, or courts
g. Boredom
h. Anger, striking out
i. Lack of respect for oneself and others

In considering each of the above topics and others, these questions could be discussed:

a. In what ways could this feeling cause vandalism?
b. What feelings do youth have regarding this problem?
c. Why does a person strike out at another or at property?

OBJECTIVE 3. After completing this unit the student will show his understan
by his ability to identify causes of vandalism.

ACTIVITY	CONTENT
10. Pantomime and dramatize acts of vandalism.	10. A student or a group of students can pantomime or dramatize acts of vandalism while the remainder of the class uses the causal approach to determine the causes of the behavior. The students involved in the dramatization can write down their reasons for the behavior before they present it to the class. Some discussion questions for the class after each presentation are: a. What is the student doing? b. What might have been the causes of the act of vandalism? c. How did the student feel before vandalizing? d. What did he accomplish by vandalizing? e. How did he feel after vandalizing?
11. Check Point.	11. What evidence do you have that the students are able to identify causes and feelings that lead to vandalism?

er completing this unit the student will show his understanding of "Vandalism" ιis ability to identify causes of vandalism.

CONTENT

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10. A student or a group of students can pantomime or dramatize acts of vandalism while the remainder of the class uses the causal approach to determine the causes of the behavior. The students involved in the dramatization can write down their reasons for the behavior before they present it to the class.

    Some discussion questions for the class after each presentation are:

    a. What is the student doing?
    b. What might have been the causes of the act of vandalism?
    c. How did the student feel before vandalizing?
    d. What did he accomplish by vandalizing?
    e. How did he feel after vandalizing?

11. What evidence do you have that the students are able to identify causes and feelings that lead to vandalism?

OBJECTIVE 4. After completing this unit the student will show his understa
by his ability to describe and analyze the effect of vandalis
mitting the act, the person on whom the act was committed, a

ACTIVITY	CONTENT
1. Gather news articles.	1. Students can bring news articles to class which deal with vandalism and its effects. Individual or group reports on the items could be presented to the class. A bulletin board display might be made of the items following discussion. Some questions to consider for discussion of the items follow: a. Who was affected by the vandalism described in the news article? b. Why were they affected? c. How did you feel about the vandalism discussed in the news item?
2. Read and discuss "Museum's 'Thinker' Toppled by Bomb."	2. In this activity students have the opportunity to react to an incident of vandalism that made headline news. Perhaps some of them have seen the damaged statue and could describe the vandalism in more detail. Other students may have knowledge of similar vandalism in which an entire community was affected. The activity could help the class see that vandalism affects the vandal, the person whose possession was damaged, and sometimes many other people.

After completing this unit the student will show his understanding of "Vandalism" by his ability to describe and analyze the effect of vandalism on the person committing the act, the person on whom the act was committed, and others.

Y	CONTENT	MATERIALS
s	1. Students can bring news articles to class which deal with vandalism and its effects. Individual or group reports on the items could be presented to the class. A bulletin board display might be made of the items following discussion. Some questions to consider for discussion of the items follow: a. Who was affected by the vandalism described in the news article? b. Why were they affected? c. How did you feel about the vandalism discussed in the news item?	1. News items from magazines or newspapers
iscuss	2. In this activity students have the opportunity to react to an incident of vandalism that made headline news. Perhaps some of them have seen the damaged statue and could describe the vandalism in more detail. Other students may have knowledge of similar vandalism in which an entire community was affected. The activity could help the class see that vandalism affects the vandal, the person whose possession was damaged, and sometimes many other people.	2. "Museum's 'Thinker' Toppled by Bomb," page 76 of Student Book

OBJECTIVE 4. After completing this unit the student will show his understan
by his ability to describe and analyze the effect of vandalism
mitting the act, the person on whom the act was committed, and

ACTIVITY	CONTENT	
3. Read and discuss "Whom Does It Affect?"	3. The brief paragraphs deal with incidents of vandalism and their effects. Using the questions in the Student Book as guidelines, small groups of students could analyze the situations and report to the class how they view the effects of vandalistic acts.	3
4. Construct a questionnaire to be used in an opinion poll.	4. Students could devise a questionnaire dealing with attitudes, knowledge, feelings, and the effects of vandalism on the person committing the act, the person against whom the act is committeed, and others. The questions in the survey could relate to vandalism in the community, the nation, or the school. Multiple choice, agree-disagree, or "yes" and "no" questions could be used because they are easier to tabulate. After the answers have been obtained from both teachers and students, they could be analyzed. The results of the survey could make an interesting item for the school newspaper.	4

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CONTENT	MATERIALS
3. The brief paragraphs deal with incidents of vandalism and their effects. Using the questions in the Student Book as guidelines, small groups of students could analyze the situations and report to the class how they view the effects of vandalistic acts.	3. "Whom Does It Affect?" page 78 of Student Book
4. Students could devise a questionnaire dealing with attitudes, knowledge, feelings, and the effects of vandalism on the person committing the act, the person against whom the act is committeed, and others. The questions in the survey could relate to vandalism in the community, the nation, or the school. Multiple choice, agree-disagree, or "yes" and "no" questions could be used because they are easier to tabulate. After the answers have been obtained from both teachers and students, they could be analyzed. The results of the survey could make an interesting item for the school newspaper.	4. Paper and pencil

OBJECTIVE 4. After completing this unit the student will show his understa
by his ability to describe and analyze the effect of vandalis
mitting the act, the person on whom the act was committed, a

ACTIVITY	CONTENT
5. Listen to a speaker on the effects of vandalism.	5. In planning for a speaker, a student can make the contact by phone, letter, or in person. Some students may raise questions they want answered. These questions could be written out and sent to the speaker ahead of time. The resource person speaking about vandalism could provide insight on causes as well as effects. One of the students could introduce the speaker and thank him when he has finished. The next day the students could evaluate this experience and write thank you letters. Some possible speakers could be: a. Juvenile judge b. Probation officer c. Lawyer d. Prosecutor e. Juvenile police officer f. Mayor g. Supervisor of school maintenance h. School board member i. Businessman j. Insurance man k. Member of the National Guard l. Parent who has experienced vandalism m. Storekeeper who has experienced vandalism

fter completing this unit the student will show his understanding of "Vandalism" y his ability to describe and analyze the effect of vandalism on the person comitting the act, the person on whom the act was committed, and others.

	CONTENT	MATERIALS
he	5. In planning for a speaker, a student can make the contact by phone, letter, or in person. Some students may raise questions they want answered. These questions could be written out and sent to the speaker ahead of time. The resource person speaking about vandalism could provide insight on causes as well as effects. One of the students could introduce the speaker and thank him when he has finished. The next day the students could evaluate this experience and write thank you letters. Some possible speakers could be: a. Juvenile judge b. Probation officer c. Lawyer d. Prosecutor e. Juvenile police officer f. Mayor g. Supervisor of school maintenance h. School board member i. Businessman j. Insurance man k. Member of the National Guard l. Parent who has experienced vandalism m. Storekeeper who has experienced vandalism	5. Chalkboard, chalk, paper, pencil

OBJECTIVE 4. After completing this unit the student will show his understandi
by his ability to describe and analyze the effect of vandalism o
mitting the act, the person on whom the act was committed, and ot

ACTIVITY	CONTENT	
6. Read and discuss "Legal Liability for Vandalism."	6. Students may be unaware of this revised law which went into effect in Ohio in September, 1969. They might find it interesting to discuss the law and the accompanying questions. Terms used in the law may be difficult for the students to understand, so it might be wise to read the law with the class prior to discussion. Explain to the class that liability means: "Bound by law to make good the loss or damage that has occurred."	6.
7. Discuss Halloween pranks and vandalism.	7. Some students might have heard about Halloween pranks that could be called vandalism. Some questions to lead the discussion are: a. What was the act of vandalism? b. Why do you think the act was committed? c. What effect did the vandalism have on the person who vandalized? d. What was the effect on the person whose property was vandalized? e. How were other people affected by the vandalism? f. How did seeing the vandalism affect you?	

er completing this unit the student will show his understanding of "Vandalism" is ability to describe and analyze the effect of vandalism on the person comting the act, the person on whom the act was committed, and others.

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6. Students may be unaware of this revised law which went into effect in Ohio in September, 1969. They might find it interesting to discuss the law and the accompanying questions. Terms used in the law may be difficult for the students to understand, so it might be wise to read the law with the class prior to discussion.

   Explain to the class that liability means:

   "Bound by law to make good the loss or damage that has occurred."

7. Some students might have heard about Halloween pranks that could be called vandalism.

   Some questions to lead the discussion are:

   a. What was the act of vandalism?
   b. Why do you think the act was committed?
   c. What effect did the vandalism have on the person who vandalized?
   d. What was the effect on the person whose property was vandalized?
   e. How were other people affected by the vandalism?
   f. How did seeing the vandalism affect you?

MATERIALS

6. "Legal Liability for Vandalism," page 79 of Student Book

OBJECTIVE 4. After completing this unit the student will show his underst
by his ability to describe and analyze the effect of vandal
mitting the act, the person on whom the act was committed, a

ACTIVITY	CONTENT
8. Conduct a courtroom trial about an act of vandalism.	8. Students interested in writing can devise a situation in which a suspected vandal is on trial. The details of the case will be clearer if students have copies of the manuscript. As the activity gets underway, interested students can observe procedures in a trial and laws about vandalism on television. The trial proceeds and ultimately the jury reaches a verdict. Effects of vandalism on those both directly and indirectly involved will undoubtedly be brought out in the dramatization. Students taking part in the presentation would need to study the case, plan their procedures, and work in groups when necessary. Suggested participants in the trial: a. Suspected vandal b. Suspect's lawyer c. Plaintiff d. Plaintiff's lawyer e. Judge f. Witnesses g. Jury (remaining class members)
9. Check Point.	9. What evidence do you have that the student can describe and analyze the effect of vandalism on the person committing the act, the person against whom the act is committed, and others?

After completing this unit the student will show his understanding of "Vandalism" by his ability to describe and analyze the effect of vandalism on the person committing the act, the person on whom the act was committed, and others.

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trial
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CONTENT

MATERIALS

8. Students interested in writing can devise a situation in which a suspected vandal is on trial. The details of the case will be clearer if students have copies of the manuscript. As the activity gets underway, interested students can observe procedures in a trial and laws about vandalism on television. The trial proceeds and ultimately the jury reaches a verdict. Effects of vandalism on those both directly and indirectly involved will undoubtedly be brought out in the dramatization.

   Students taking part in the presentation would need to study the case, plan their procedures, and work in groups when necessary.

   Suggested participants in the trial:

   a. Suspected vandal
   b. Suspect's lawyer
   c. Plaintiff
   d. Plaintiff's lawyer
   e. Judge
   f. Witnesses
   g. Jury (remaining class members)

9. What evidence do you have that the student can describe and analyze the effect of vandalism on the person committing the act, the person against whom the act is committed, and others?

OBJECTIVE 5. After completing this unit the student will show his understa
by his ability to suggest alternatives to vandalism.

ACTIVITY	CONTENT
1. Discuss alternatives to vandalism.	1. Dividing the class into small groups and giving them questions for disucssion will initiate sharing ideas about alternatives to vandalism. Possible questions are listed below: a. What can be done to prevent vandalism? b. What possible alternatives are available when a person feels like damaging other people's property? c. Can these alternatives satisfy his needs and feelings or will they continue to frustrate him? d. What would your group suggest as possible projects to help prevent vandalism? Bringing the groups together after the class has discussed alternatives and project ideas will provide a time for the sharing of ideas.
2. Complete "Action Needed."	2. Several students may be motivated to work on a plan to prevent vandalism. Individually or in groups they can work on a project in which they are most interested. Completion of the plan might help organize their project. The teacher can go over the completed plan with the students and offer suggestions.

er completing this unit the student will show his understanding of "Vandalism" his ability to suggest alternatives to vandalism.

	CONTENT	MATERIALS
	1. Dividing the class into small groups and giving them questions for disucssion will initiate sharing ideas about alternatives to vandalism. Possible questions are listed below: a. What can be done to prevent vandalism? b. What possible alternatives are available when a person feels like damaging other people's property? c. Can these alternatives satisfy his needs and feelings or will they continue to frustrate him? d. What would your group suggest as possible projects to help prevent vandalism? Bringing the groups together after the class has discussed alternatives and project ideas will provide a time for the sharing of ideas.	1. Paper and pencil
1."	2. Several students may be motivated to work on a plan to prevent vandalism. Individually or in groups they can work on a project in which they are most interested. Completion of the plan might help organize their project. The teacher can go over the completed plan with the students and offer suggestions.	2. "Action Needed," page 80 of Student Book

OBJECTIVE 5. After completing this unit the student will show his unders
by his ability to suggest alternatives to vandalism.

ACTIVITY	CONTENT
3. Work on individual projects.	3. The teacher may provide time for the students to work on individual projects. Ideas to supplement student suggestions for projects are: a. A school or community beautification program in which students work on ways to improve th appearance of their school or community. They might help keep it clean or in some way make it more attractive. b. Some students may want to develop buttons, banners, and slogans to wear or post around the school that will encourage alternatives to vandalism. For instance: "Your mark on the wall may be your downfall. "Keep (name of school) Beautiful." "I'm not a Vandal, Are you?" "Combat Vandalism. The Property You Save May Be Your Own." c. Making posters, collages, drawings, or cartoons that illustrate pride in the school and/or community may be an interesting activity for some students. Perhaps a contest in which the entire school could participate might be sponsored by the class. The possibilities are unlimited, and the students wil probably devise many of their own projects. The project results could be shared with the class and/or the entire school.

After completing this unit the student will show his understanding of "Vandalism" by his ability to suggest alternatives to vandalism.

CONTENT	MATERIALS
3. The teacher may provide time for the students to work on individual projects. Ideas to supplement student suggestions for projects are:	3. Materials will vary according to the selected project.
a. A school or community beautification program in which students work on ways to improve the appearance of their school or community. They might help keep it clean or in some way make it more attractive.	a. Refer to "How Schools Combat Vandalism" in The Nation's Schools, April 1968 page 59
b. Some students may want to develop buttons, banners, and slogans to wear or post around the school that will encourage alternatives to vandalism. For instance: "Your mark on the wall may be your downfall." "Keep (name of school) Beautiful." "I'm not a Vandal, Are you?" "Combat Vandalism. The Property You Save May Be Your Own."	
c. Making posters, collages, drawings, or cartoons that illustrate pride in the school and/or community may be an interesting activity for some students. Perhaps a contest in which the entire school could participate might be sponsored by the class. The possibilities are unlimited, and the students will probably devise many of their own projects. The project results could be shared with the class and/or the entire school.	

OBJECTIVE 5. After completing this unit the student will show his understandi
by his ability to suggest alternatives to vandalism.

ACTIVITY	CONTENT	
4. Organize a "Prevention Squad."	4. If the principal and faculty are in agreement, students could organize a group to assist in preventing vandalism and promoting pride and respect for property. To insure that this does not become a vigilante group, interested students and the teacher should discuss eligibility for the squad, how members are selected, and what their activities would be. Special projects could be undertaken at Halloween or vacation times. The group could also function at community events in cooperation with the principal, parents, and local police.	
5. Conduct essay contest	5. Students may want to sponsor a school essay contest on such topics as "Why Vandalize?", "What Can I Do About Vandalism?", "What Should Students of (name of school) Do About Vandalism?", or other titles the school group might suggest. The group can judge the submitted essays themselves or form a teacher-student committee to judge them. Selected essays can be posted around the school or read over the public address system. Your school may have rules or regulations that have to be followed.	5.

er completing this unit the student will show his understanding of "Vandalism" is ability to suggest alternatives to vandalism.

CONTENT	MATERIALS
4. If the principal and faculty are in agreement, students could organize a group to assist in preventing vandalism and promoting pride and respect for property. To insure that this does not become a vigilante group, interested students and the teacher should discuss eligibility for the squad, how members are selected, and what their activities would be. Special projects could be undertaken at Halloween or vacation times. The group could also function at community events in cooperation with the principal, parents, and local police.	
5. Students may want to sponsor a school essay contest on such topics as "Why Vandalize?", "What Can I Do About Vandalism?", "What Should Students of (name of school) Do About Vandalism?", or other titles the school group might suggest. The group can judge the submitted essays themselves or form a teacher-student committee to judge them. Selected essays can be posted around the school or read over the public address system. Your school may have rules or regulations that have to be followed.	5. Paper and pencil

OBJECTIVE 5. After completing this unit the student will show his understa
by his ability to suggest alternatives to vandalism.

ACTIVITY	CONTENT
6. Coordinate a school program.	6. The class could plan, organize, and present an assembly to the school dealing with vandalism and its consequences on people and property. A goal for the students could be to help prevent further vandalism and instill pride in school property. The assembly could involve a dramatization, a musical performance, an art display, slides and films, special speakers, or a panel discussion. Examples of vandalism can be taken from the school, the community, and the home. The class should divide the work to be done into committees, with the teacher and the principal acting as guides and consultants.
7. Correlate the unit with other subjects, classes, and teachers.	7. Several students could work on methods to interest the entire school in promoting pride in property of others. For instance, a project in the industrial arts might be to refinish school desks that have been damaged. English teachers could incorporate essay topics relating to respect for personal property. Home-Economics classes could repair curtains or decorate a room. The art classes could display projects or clean frames and existing pictures in the building. The custodian could organize a task force in which students could help repair items around the school. There could be competition between the homerooms in improving the appearance of their rooms. Students, the class teacher, or other staff may have some other good suggestions.

After completing this unit the student will show his understanding of "Vandalism" by his ability to suggest alternatives to vandalism.

CONTENT	MATERIALS
6. The class could plan, organize, and present an assembly to the school dealing with vandalism and its consequences on people and property. A goal for the students could be to help prevent further vandalism and instill pride in school property. The assembly could involve a dramatization, a musical performance, an art display, slides and films, special speakers, or a panel discussion. Examples of vandalism can be taken from the school, the community, and the home. The class should divide the work to be done into committees, with the teacher and the principal acting as guides and consultants.	
7. Several students could work on methods to interest the entire school in promoting pride in property of others. For instance, a project in the industrial arts might be to refinish school desks that have been damaged. English teachers could incorporate essay topics relating to respect for personal property. Home-Economics classes could repair curtains or decorate a room. The art classes could display projects or clean frames and existing pictures in the building. The custodian could organize a task force in which students could help repair items around the school. There could be competition between the homerooms in improving the appearance of their rooms. Students, the class teacher, or other staff may have some other good suggestions.	7. Materials will vary according to the project.

OBJECTIVE 5. After completing this unit the student will show his understandin by his ability to suggest alternatives to vandalism?

ACTIVITY	CONTENT	
7. Correlate the unit with other subjects, classes, and teachers. (continued)	Approval should be obtained from the principal before suggesting this project to the class. The teacher should also check ahead of time with fellow staff members as to their willingness to cooperate in a project such as this.	
8. Photograph vandalism.	8. Students could take pictures of the results of vandalism in the school or community and show them to the class. The activity might develop into a "before and after" series of pictures if the class wants to do something about what they saw. Students could become involved in repairing the damage done by vandals. The results of an act of vandalism would be the "before" picture, and the results of the students' efforts in repairing the vandalized item would be the "after" picture.	8.
9. Check Point.	9. What evidence do you have that the students can suggest alternatives to vandalism?	

completing this unit the student will show his understanding of "Vandalism" s ability to suggest alternatives to vandalism?

CONTENT	MATERIALS
Approval should be obtained from the principal before suggesting this project to the class. The teacher should also check ahead of time with fellow staff members as to their willingness to cooperate in a project such as this.	
8. Students could take pictures of the results of vandalism in the school or community and show them to the class. The activity might develop into a "before and after" series of pictures if the class wants to do something about what they saw. Students could become involved in repairing the damage done by vandals. The results of an act of vandalism would be the "before" picture, and the results of the students' efforts in repairing the vandalized item would be the "after" picture.	8. Camera, display board
9. What evidence do you have that the students can suggest alternatives to vandalism?	

OBJECTIVE 6. After completing this unit the student will show his under by his ability to explain how he will decide whether or no feels like destroying someone's property.

ACTIVITY	CONTENT
1. Participate in role playing.	1. (See instructions for role playing on page 48. In the following role playing situations the students will have to decide what they will do in situations in which they might vandalize. T class should discuss the needs and the feeling of the individual, how he would decide what to do, and the consequences of his decision. a. A group of Tom's friends are throwing stone through the windows of an apartment buildin under construction. Tom walks by on his wa to the store and sees them. b. Mr. Johnson was giving Jim a hard time in math class because Jim had failed a test. When Jim answered a question incorrectly, Mr. Johnson yelled at him and asked him to come in after school. As Jim and two frien were leaving school that night they passed Mr. Johnson's car in the parking lot. Jim through of damaging it. c. Sue was feeling left out because she was no invited to a party that all her friends were attending. That day she met a group of youths that dared her to spray paint on a stop sign. d. Connie hated her social studies class becaus she never seemed to understand what was goi on. During class one day, she though she would mark up the pages with her pen since they seemed to have no importance to her.

After completing this unit the student will show his understanding of "Vandalism" by his ability to explain how he will decide whether or not to vandalize when he feels like destroying someone's property.

CONTENT

1. (See instructions for role playing on page 48.) In the following role playing situations the students will have to decide what they will do in situations in which they might vandalize. The class should discuss the needs and the feelings of the individual, how he would decide what to do, and the consequences of his decision.
   a. A group of Tom's friends are throwing stones through the windows of an apartment building under construction. Tom walks by on his way to the store and sees them.
   b. Mr. Johnson was giving Jim a hard time in math class because Jim had failed a test. When Jim answered a question incorrectly, Mr. Johnson yelled at him and asked him to come in after school. As Jim and two friends were leaving school that night they passed Mr. Johnson's car in the parking lot. Jim through of damaging it.
   c. Sue was feeling left out because she was not invited to a party that all her friends were attending. That day she met a group of youths that dared her to spray paint on a stop sign.
   d. Connie hated her social studies class because she never seemed to understand what was going on. During class one day, she though she would mark up the pages with her pen since they seemed to have no importance to her.

MATERIALS

1. Each of the role playing situations on index cards

OBJECTIVE 6. After completing this unit the student will show his understandi
by his ability to explain how he will decide whether or not to v
feels like destroying someone's property.

ACTIVITY

2. View and discuss 8 mm film loops "Spray Paint," "Rocks and Trains," and "The Damaged Book." 4 minutes - color (If the loops are unavailable, the summaries of them can be used as a basis for discussion of the three incidents.)

CONTENT

2. Viewing the loops may be done as a small group activity or as a class. The main action ends on a freeze frame that shows the face of the person who must make a decision. The question, "What do you think this boy will do?" appears on the screen. The teacher can stop the projector, ask the class to respond to this question, and without comment, record their answers on the chalkboard. Then, the teacher should explain that three possible alternatives for the boy will be shown. Concepts for the students to keep in mind during the discussion:
   a. Applying the behavior equation to the incident
   b. Looking at possible consequences of each of the alternatives
   c. Speculating on what they might do in the situations and how they will decide what to do

   Summaries of the loops:

   "Spray Paint" shows two boys who find spray paint cans in a trash barrel and spray all over the side of a building. Another boy comes along. He has three alternatives: (1) join in, (2) walk away, shaking his head, or (3) report the vandalism to the owner of the building.

   "Rocks and Trains" shows a group of boys throwing rocks at trains below while standing on a trestle. Along comes another boy who can (1) join in, (2) walk away, or (3) call some adult for help.

2.

r completing this unit the student will show his understanding of "Vandalism" is ability to explain how he will decide whether or not to vandalize when he s like destroying someone's property.

CONTENT	MATERIALS
2. Viewing the loops may be done as a small group activity or as a class. The main action ends on a freeze frame that shows the face of the person who must make a decision. The question, "What do you think this boy will do?" appears on the screen. The teacher can stop the projector, ask the class to respond to this question, and without comment, record their answers on the chalkboard. Then, the teacher should explain that three possible alternatives for the boy will be shown. Concepts for the students to keep in mind during the discussion:	2. Super 8 mm film loops, "Spray Paint," "Rocks and Trains," and "The Damaged Book" Available from: "Values in Action" Series, 2225 Massachusetts Avenue, Cambridge, Mass. 02140 Loop projector, screen

a. Applying the behavior equation to the incident
b. Looking at possible consequences of each of the alternatives
c. Speculating on what they might do in the situations and how they will decide what to do

Summaries of the loops:

"Spray Paint" shows two boys who find spray paint cans in a trash barrel and spray all over the side of a building. Another boy comes along. He has three alternatives: (1) join in, (2) walk away, shaking his head, or (3) report the vandalism to the owner of the building.

"Rocks and Trains" shows a group of boys throwing rocks at trains below while standing on a trestle. Along comes another boy who can (1) join in, (2) walk away, or (3) call some adult for help.

OBJECTIVE 6. After completing this unit the student will show his unde by his ability to explain how he will decide whether or n feels like destroying someone's property.

ACTIVITY	CONTENT
2. View and discuss 8 mm film loops "Spray Paint," "Rocks and Trains," and "The Damaged Book." (cont'd.)	"The Damaged Book" depicts a girl in the libr who accidentally tears a page in the encyclop ia. She may (1) report it to the librarian, (2) just let it go, or (3) take the whole pag with her when she leaves.
3. Discuss what to do when you observe someone else vandalizing.	3. Through essays, poems, small group, or class discussions or dramatization, the class can d cuss their ideas of what they probably would when they observe someone vandalizing. The s dents should consider the consequences of the decisions, the acts of vandalism, and the nee of vandals. The class can list all the possi alternatives and how they will decide which i best in certain situations. List of alternatives which can be used for discussion: a. Walk away b. Join in c. Talk with the vandals if they are your friends and ask them to stop d. Report the vandalism to the police e. Report the vandalism to the counselor Students may be most reluctant to report a cas of vandalism to an adult, especially if their friends are involved. The class could discuss such a situation and decide why students migh feel this way.

After completing this unit the student will show his understanding of "Vandalism" by his ability to explain how he will decide whether or not to vandalize when he feels like destroying someone's property.

TY	CONTENT	MATERIALS
iscuss loops nt," Trains," Damaged nt'd.)	"The Damaged Book" depicts a girl in the library who accidentally tears a page in the encyclopedia. She may (1) report it to the librarian, (2) just let it go, or (3) take the whole page with her when she leaves.	
at to u meone l-	3. Through essays, poems, small group, or class discussions or dramatization, the class can discuss their ideas of what they probably would do when they observe someone vandalizing. The students should consider the consequences of their decisions, the acts of vandalism, and the needs of vandals. The class can list all the possible alternatives and how they will decide which is best in certain situations. List of alternatives which can be used for discussion: a. Walk away b. Join in c. Talk with the vandals if they are your friends and ask them to stop d. Report the vandalism to the police e. Report the vandalism to the counselor Students may be most reluctant to report a case of vandalism to an adult, especially if their friends are involved. The class could discuss such a situation and decide why students might feel this way.	

OBJECTIVE 6. After completing this unit the student will show his understan by his ability to explain how he will decide whether or not to feels like destroying someone's property.

ACTIVITY	CONTENT
4. Discuss sources of help available to them.	4. When a student needs help in working out frustrated feelings that might end in vandalism, there should be someone in the school, church, home, or community to whom he can turn. Students who do not seek help may be afraid, and unfamiliar with sources of help, or unaware that they need help. Working together or separately, list all of the sources the students can find so they know they are available. The class can discuss why some students are afraid to seek help. The class may also want to suggest new sources of help such as a committee composed of students. It is important that they feel free to go to someone for guidance and assistance.
5. Check Point.	5. What evidence do you have that the students are able to explain how they will decide whether or not to vandalize when they feel like destroying someone's property?

ter completing this unit the student will show his understanding of "Vandalism" his ability to explain how he will decide whether or not to vandalize when he els like destroying someone's property.

CONTENT

MATERIALS

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4. When a student needs help in working out frustrated feelings that might end in vandalism, there should be someone in the school, church, home, or community to whom he can turn. Students who do not seek help may be afraid, and unfamiliar with sources of help, or unaware that they need help. Working together or separately, list all of the sources the students can find so they know they are available. The class can discuss why some students are afraid to seek help. The class may also want to suggest new sources of help such as a committee composed of students. It is important that they feel free to go to someone for guidance and assistance.

5. What evidence do you have that the students are able to explain how they will decide whether or not to vandalize when they feel like destroying someone's property?

CONCLUDING THE UNIT:

ACTIVITY	CONTENT
1. Review objectives for the learner.	1. The class could review the objectives to discover any personal growth and changes in attitudes.
2. Take the post-test.	2. The teacher may wish to share these results with the students. The evaluator might be able to discover some growth and changes in attitudes of the learner by comparing the pre-test scores with the post-test scores. Further instructions and suggestions for use of the post-test are in the section of the manual dealing with pre-post tests.

UNIT:

ner.

CONTENT	MATERIALS
1. The class could review the objectives to discover any personal growth and changes in attitudes.	1. Page 60 of Student Book
2. The teacher may wish to share these results with the students. The evaluator might be able to discover some growth and changes in attitudes of the learner by comparing the pre-test scores with the post-test scores. Further instructions and suggestions for use of the post-test are in the section of the manual dealing with pre-post tests.	2. A ditto copy for each student of the unit pre-post test

UNIT IV
PROTEST

Protest

RATIONALE

Protests, with and without violence, are direct or vicarious experiences commo the United States today. A variety of recent occurrences testify to that fac defined in this unit as AN EXPRESSION OF DISAGREEMENT WITH AN IDEA OR A COURSE

Peaceful and violent protests have always been used in this country by those wh fied with the government and/or the conditions of their own lives. Their diss publicly and in ways calculated to induce others to join them.

Across the nation, there have been tremendous outpourings of people demonstrat another in connection with war and peace, the pollution of our environment, an tice before the law. Not all of the people engaged in those protests were inv but because some were, others lost their liberty, their property, or their liv

Such demonstrations are likely to continue and possibly grow larger and more f the lives of boys and girls now in school. It is essential, therefore, that t its responsibility to inform the young about the nature of protest, the values being challenged, and the methods used to change whatever is unsatisfactory; a tunities for developing skill in the decision-making processes characteristic

The very nature of early adolescence makes rebellion, disobedience, and dissen Emancipation from adults is one of youth's essential developmental tasks. You to become involved in whatever protest movements affect their communities. T unit, therefore, are to assist them in learning how to think critically, choos responsibly when dealing with decisions regarding protest.

Remind the students at appropriate times of the two vital questions to a to understand behavior. They are also listed at the bottom of the Ration the Student Book.

1. What feeling or "need" was the person trying to work out
2. Why did he go at it that way?

RATIONALE

without violence, are direct or vicarious experiences common to all people in
oday. A variety of recent occurrences testify to that fact. Protest is
t as AN EXPRESSION OF DISAGREEMENT WITH AN IDEA OR A COURSE OF ACTION.

t protests have always been used in this country by those who were dissatis-
nment and/or the conditions of their own lives. Their dissent was expressed
s calculated to induce others to join them.

there have been tremendous outpourings of people demonstrating on one side or
on with war and peace, the pollution of our environment, and equality and jus-
. Not all of the people engaged in those protests were involved in violence,
re, others lost their liberty, their property, or their lives.

are likely to continue and possibly grow larger and more frequent throughout
nd girls now in school. It is essential, therefore, that the school fulfills
to inform the young about the nature of protest, the values and institutions
nd the methods used to change whatever is unsatisfactory; and provide oppor-
ping skill in the decision-making processes characteristic of democracy.

early adolescence makes rebellion, disobedience, and dissent attractive.
dults is one of youth's essential developmental tasks. Youth are very likely
in whatever protest movements affect their communities. The goals of this
e to assist them in learning how to think critically, choose wisely, and act
aling with decisions regarding protest.

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behavior. They are also listed at the bottom of the Rationale page of
ook.

. What feeling or "need" was the person trying to work out?
. Why did he go at it that way?

OBJECTIVES FOR THE LEARNER

After completing this unit the student will show his understanding of protes

1. Discuss the meaning of protest.
2. Identify the issues and methods of protest in the past and present.
3. Describe the needs of the individual or group participating in protest.
4. Analyze peaceful and violent methods of protest.
5. Discuss his responsibility in decisions he makes about protest.

OBJECTIVES FOR THE LEARNER (from the Student Book)

1. Discuss the meaning of protest.
2. Identify the issues and methods of protest.
3. Describe the needs of people who protest.
4. Analyze peaceful and violent methods of protest.
5. Discuss my responsibility in decisions I make about protect.

Further objectives developed by the class:

7.

8.

9.

10.

THE LEARNER

ng this unit the student will show his understanding of protest by his ability to:

e meaning of protest.
ne issues and methods of protest in the past and present.
ne needs of the individual or group participating in protest.
aceful and violent methods of protest.
s responsibility in decisions he makes about protest.

THE LEARNER (from the Student Book)

e meaning of protest.
ne issues and methods of protest.
ne needs of people who protest.
aceful and violent methods of protest.
responsibility in decisions I make about protect.

ves developed by the class:

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT

Materials listed are not essential to teaching the unit, but they would definite ment to the learning activities. If you are unable to secure all of the materia ity to those marked with asterisks (*), since they would be particularly valuabl

OBJECTIVE	ITEM	APPROX. COST	AVAILABLE FOR
#2	"An Interview with Bruce Gordon 16 mm Film 17 Minutes - B&W		Contemporary Fil 828 Custer Avenu Evanston, Illino
#2	"We Shall Overcome" 16 mm Film 10 Minutes - Color		Ideal Pictures 3910 Harlem Road Buffalo, New Yor
#3	"March on Washington" 16 mm Film 15 Minutes	$164.50	Reaction Films, Steck-Vaughn Com Austin, Texas 78
#4	* "Strikes-Protest-Strikes" 16 mm Sound Film 15 Minutes - Color	$164.50	Reaction Films, Steck-Vaughn Com Austin, Texas 78
#4	"The Quiet Protestor" 16 mm Sound Film 15 Minutes - Color	$164.50	Reaction Films, Steck-Vaughn Com Austin, Texas 78
#4	* "Civil Disobedience" Sound Filmstrip Parts I & II 28 Minutes - Color	$35.00	Guidance Associa Harcourt, Brace Pleasantville, N

FOR THE ENRICHMENT OF THE UNIT

re not essential to teaching the unit, but they would definitely add enrich-
ng activities. If you are unable to secure all of the materials, give prior-
d with asterisks (*), since they would be particularly valuable for the unit.

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
An Interview with ruce Gordon 6 mm Film 7 Minutes - B&W		Contemporary Films 828 Custer Avenue Evanston, Illinois 60202
We Shall Overcome" 6 mm Film 0 Minutes - Color		Ideal Pictures 3910 Harlem Road Buffalo, New York 14226
March on Washington" 6 mm Film 5 Minutes	$164.50	Reaction Films, Inc. Steck-Vaughn Company Austin, Texas 78767
Strikes-Protest-Strikes" 6 mm Sound Film 5 Minutes - Color	$164.50	Reaction Films, Inc. Steck-Vaughn Company Austin, Texas 78767
The Quiet Protestor" 6 mm Sound Film 5 Minutes - Color	$164.50	Reaction Films, Inc. Steck-Vaughn Company Austin, Texas 78767
Civil Disobedience" ound Filmstrip arts I & II 3 Minutes - Color	$35.00	Guidance Associates Harcourt, Brace & World Pleasantville, New York 10570

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT (continued)

OBJECTIVE	ITEM	APPROX. COST	AVAILABLE F
#5	Protest Kit	$75.00	Multi-Media P 580 College A Palo Alto, Ca
#5	"Decision at Delano" 16 mm Film 26 Minutes - Color	$325.00	Extension Med University of Berkeley, Cal

ALS FOR THE ENRICHMENT OF THE UNIT (continued)

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
Protest Kit	$75.00	Multi-Media Productions, Inc. 580 College Avenue Palo Alto, California 94306
"Decision at Delano" 16 mm Film 26 Minutes - Color	$325.00	Extension Media Center University of California Berkeley, California 94720

SUPPLEMENTARY READINGS

These are highly recommended readings for all teachers about to become involved of this unit.

BOOKS:

Andrews, C. F. Mahatma Ganghi's Ideas. New York: Hillary Press, 1930.

Armstrong, Gregory. Protest: Man against Society (especially excerpts from Thoreau, Martin Luther King, Jr.). New York: Bantam Books, 1969.

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INGS

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ory. Protest: Man against Society (especially excerpts from Henry David
Luther King, Jr.). New York: Bantam Books, 1969.

Wand, and McCutcheon, Samuel P. History of Free People. New York: MacMillan,

Labor in Crisis, the Steel Strike of 1919. New York: Lippincott, 1965.

How Old Will You Be in 1984? New York: Hearst Avon, 1969.

nd Gurr, Ted R. Violence in America, Historical and Comparative Perspectives.
Printing Office, Washington, D.C. 20402. June, 1969.

Procession. Boston: Harper Press, 1965.

Riots USA 1765-1965. New York: Seabury Press, 1966.

d, editor. The Annals: Protest in the Sixties. Lancaster: The American
tical and Social Science, Vol. 382, March, 1969.

and Seligson, Tom. The High School Revolutionaries. New York: Random House,

Transforming America. New York: Random House, 1967.

Nonviolence. New York: MacMillan, 1964.

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BOOKS:

Responsible Dissent. (Supplementary materials for secondary social scienc
Cleveland: Psychology Department, Educational Research Council of America,

Report of National Advisory Commission on Civil Disorders. New York: Bant
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Fish Kenneth L. "Coping with Student Activism in Secondary Schools." The
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Supplementary readings that pertain to the causal approach to behavior are li
mentary Readings pages of the first unit. They are highly recommended as bac
ing all the units.

EADINGS (continued)

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tional Advisory Commission on Civil Disorders. New York: Bantam Books, Inc.,

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RTICLES:

L. "Coping with Student Activism in Secondary Schools." The Education Digest, 9, pp. 82-90.

of Protect." Time, 17 October 1969.

L. "Hypotheses of Student Unrest." The Education Digest, November, 1968, pp.

min. "Why Young People Protest." Redbook Magazine, April, 1970, pp. 46-53.

test: Who? What? Why?" Scholastic Scope, 10 November 1969.

ott D. "Activism: a Game for Unloving Critics." The Education Digest, 969.

bellion--Why?" U.S. News & World Report, 27 April 1970.

eadings that pertain to the causal approach to behavior are listed on the Supple- s pages of the first unit. They are highly recommended as background for teach- ts.

INTRODUCTION TO THE UNIT

The variety of activities with each objective is intended to provide choices, it is necessary to do all of them. Activities chosen can be based on such th significant terms, degree of relevancy as determined by the teacher and/or th ular type of class, depth of study in the unit, availability of supplemental itations, and class interest.

ACTIVITY	CONTENT
1. Take the pre-test.	1. Instructions for administering and making use of pre-tests are in the section of the manual dealing with the use of pre-post tests. The directions for administering and scoring the pre-post test are on the page preceding the pre-post test for this unit.
2. Read and discuss the rationale for the unit.	2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit.
3. Read and discuss the objectives for the learner.	3. The teacher may wish to see if the class wants to create its own learner objectives for "Protest." The starting point for this approach would be to ask the class what they want to learn about the topic. Another method of introducing learner objectives is by reading and discussing each of the learner objectives in the unit. The students can suggest further objectives they feel are necessary. It is important that the students understand the relevancy and importance of each objective. The general section of the manual that deals with objectives should aid the teacher if the students have difficulty understanding the relevancy of some objectives. The unit objectives displayed on a transparency may be helpful.

UNIT

vities with each objective is intended to provide choices, so do not feel that do all of them. Activities chosen can be based on such things as defining degree of relevancy as determined by the teacher and/or the class, the partic-
depth of study in the unit, availability of supplemental materials, time lim-
interest.

CONTENT	MATERIALS
1. Instructions for administering and making use of pre-tests are in the section of the manual dealing with the use of pre-post tests. The directions for administering and scoring the pre-post test are on the page preceding the pre-post test for this unit.	1. A ditto copy for each student of the unit pre-post test in the manual
2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit.	2. Why? page 85 of Student Book
3. The teacher may wish to see if the class wants to create its own learner objectives for "Pro-test." The starting point for this approach would be to ask the class what they want to learn about the topic. Another method of introducing learner objectives is by reading and discussing each of the learner objectives in the unit. The students can suggest further objectives they feel are necessary. It is important that the students understand the relevancy and importance of each objective. The general section of the manual that deals with objectives should aid the teacher if the students have difficulty understanding the relevancy of some objectives. The unit objectives displayed on a transparency may be helpful.	3. Page 86 of Student Book, transparency of the objectives for the learner, overhead projector

OBJECTIVE 1. After completing this unit the student will show his understan
his ability to discuss the meaning of protest.

ACTIVITY	CONTENT
1. Define "protest."	1. The students' ideas of the definition of protect should be discussed by the class and recorded on the blackboard. The teacher can then present the definition as used in this unit: AN EXPRESSION OF DISAGREEMENT WITH AN IDEA OR A COURSE OF ACTION. This definition should be included in the back of the book on the Definitions of Terms page.
2. Collect and bring to class pictures, news articles, and editorials related to protest.	2. These materials could be used to stimulate inquiry and to formulate ideas about protest. The students could get together in small groups to discuss the pictures, news articles, and editorials they have collected. Some of the questions they could think about are? a. Do the pictures or articles somehow indicate what protest means? b. Are all the materials directly related to protest? c. What kinds of protest are the pictures or articles referring to? d. How do these pictures make you feel about protests?

r completing this unit the student will show his understanding of "Protest" by ability to discuss the meaning of protest.

	CONTENT	MATERIALS
."	1. The students' ideas of the definition of protest should be discussed by the class and recorded on the blackboard. The teacher can then present the definition as used in this unit: AN EXPRESSION OF DISAGREEMENT WITH AN IDEA OR A COURSE OF ACTION. This definition should be included in the back of the book on the Definitions of Terms page.	1. Dictionary
	2. These materials could be used to stimulate inquiry and to formulate ideas about protest. The students could get together in small groups to discuss the pictures, news articles, and editorials they have collected. Some of the questions they could think about are? a. Do the pictures or articles somehow indicate what protest means? b. Are all the materials directly related to protest? c. What kinds of protest are the pictures or articles referring to? d. How do these pictures make you feel about protests?	2. Newspapers, magazines, paper, pencil

OBJECTIVE 1. After completing this unit the student will show his understand his ability to discuss the meaning of protest.

ACTIVITY	CONTENT
3. Develop a vocabulary list.	3. The students can list words that are related to protest. They can work individually or in small groups and share their lists with the class. Below is a list of possible related words: dissent desegregation repeat petition right non-violent peace sit-in rally civil disobedience yell anger Establishment demands take-over Yippie black power war demonstration picket boycott repression riot honkie
4. Work on and develop vocabulary games and puzzles.	4. The Student Book has two pages of puzzles and word games using words which relate to protest. The students might want to work on these or develop their own games and puzzles, using the words from the previous activity.

completing this unit the student will show his understanding of "Protest" by bility to discuss the meaning of protest.

CONTENT

3. The students can list words that are related to protest. They can work individually or in small groups and share their lists with the class. Below is a list of possible related words:

dissent
desegregation
repeat
petition
right
non-violent
peace
sit-in
rally
civil disobedience
yell
anger
Establishment
demands
take-over
Yippie
black power
war
demonstration
picket
boycott
repression
riot
honkie

4. The Student Book has two pages of puzzles and word games using words which relate to protest. The students might want to work on these or develop their own games and puzzles, using the words from the previous activity.

MATERIALS

4. Word puzzles, pages 87 and 88 of Student Book

OBJECTIVE 1. After completing this unit the student will show his underst
his ability to discuss the meaning of protest.

ACTIVITY

4. Work on and develop vocabulary games and puzzles. (continued)

CONTENT

Answers to Puzzle #1:

C	R	O	W	D	S										
B			E	I	P	P	I	Y							
A													K		
R		Y									P	S			N
R		L								I	A			E	
I		L	S	D	I	A	R		C	M			I		
C		A						K	S			D			
A		R					E	A			E	M	A	R	C
D						T	G			B					
E	T	H	G	I	F		P	R	O	T	E	S	T		
			T	N	E	M	H	S	I	L	B	A	T	S	E
G	U	N	S				I				B	A	N	N	E
						D	I	S	S	E	N	T			
					L		N								
				I		I		L	A	E	P	E	R		
			V		T								S	I	G
		I		I			V	I	O	L	E	N	C	E	
	C		S												

Answers to Puzzle #2:

1. weapons
2. hippie
3. demonstration
4. bombs
5. police
6. fighting
7. draft
8. help
9. demands
10. flag
11. crowd
12. peace
13. anger
14. revolt
15. nonviolence
16. sit-in
17. yelling
18. tear gas
19. picket
20. signs

ter completing this unit the student will show his understanding of "Protest" by s ability to discuss the meaning of protest.

CONTENT

Answers to Puzzle #1:

```
C  R  O  W  D  S                                   D
B        E  I  P  P  I  Y                          E
A                                      K        C  M
R     Y                          P  S        N     O
R     L                       I  A        E        N
I     L  S  D  I  A  R     C  M        I           S
C     A                 K  S        D              T
A     R              E  A        E  M  A  R  C  H  R
D                 T  G        B                    A
E  T  H  G  I  F     P  R  O  T  E  S  T           T
         T  N  E  M  H  S  I  L  B  A  T  S  E     I
G  U  N  S           I           B  A  N  N  E  R  O
                  D  I  S  S  E  N  T              N
               L     N
            I     I     L  A  E  P  E  R
         V     T                       S  I  G  N  S
      I     I        V  I  O  L  E  N  C  E
   C     S
```

Answers to Puzzle #2:

1. weapons
2. hippie
3. demonstration
4. bombs
5. police
6. fighting
7. draft
8. help
9. demands
10. flag
11. crowd
12. peace
13. anger
14. revolt
15. nonviolence
16. sit-in
17. yelling
18. tear gas
19. picket
20. signs

OBJECTIVE 1. After completing this unit the student will show his understand
his ability to discuss the meaning of protest.

ACTIVITY	CONTENT
5. Discuss the First Amendment.	5. Some students may not be aware that every American citizen has the right to express peaceful dissent. This right is stated in the First Amendment of the Constitution: Congress shall make no law ... abridging the freedom of speech or of the press; or the right of the people peaceably to assembly, and to petition the government for a redress of grievances. The teacher might want to discuss this amendment with the class. Through the discussion, the class should realize that methods of protest are legal until they are harmful to people and/or property.
6. Check Point.	6. What evidence do you have that the students are developing an understanding of the meaning of protest?

ter completing this unit the student will show his understanding of "Protest" by s ability to discuss the meaning of protest.

CONTENT

MATERIALS

5. Some students may not be aware that every American citizen has the right to express peaceful dissent. This right is stated in the First Amendment of the Constitution:

> Congress shall make no law ... abridging the freedom of speech or of the press; or the right of the people peaceably to assembly, and to petition the government for a redress of grievances.

The teacher might want to discuss this amendment with the class. Through the discussion, the class should realize that methods of protest are legal until they are harmful to people and/or property.

6. What evidence do you have that the students are developing an understanding of the meaning of protest?

OBJECTIVE 2. After completing this unit the student will show his understa
his ability to identify the issues and methods of protest in

ACTIVITY	CONTENT
1. Do "History Hunt."	1. The purpose is to hunt in historical sources and discover issues and methods of protest from the past. Students can investigate the variety of protest methods that have occurred. This list of protest events does not include all of the possible incidents from our past. Students might think of other topics on which to report. In the reports, the students should mention: a. The protest group b. Issues in the protest c. How the protest began d. The needs of the persons involved in the protest e. The methods the group used to protest The teacher's responsibility to give instructions to the student might include: a. How to plan the presentations b. Sources of information c. What to include in the report d. Where work is to be done (Check with your librarian to see if the class can spend time working in the library.) e. When to be shared with the class (It might be a good idea to permit each student to report when he is finished. Then he may help those who have not finished.)

r completing this unit the student will show his understanding of "Protest" by ability to identify the issues and methods of protest in the past and present.

CONTENT

1. The purpose is to hunt in historical sources and discover issues and methods of protest from the past. Students can investigate the variety of protest methods that have occurred. This list of protest events does not include all of the possible incidents from our past. Students might think of other topics on which to report.

   In the reports, the students should mention:

   a. The protest group
   b. Issues in the protest
   c. How the protest began
   d. The needs of the persons involved in the protest
   e. The methods the group used to protest

   The teacher's responsibility to give instructions to the student might include:

   a. How to plan the presentations
   b. Sources of information
   c. What to include in the report
   d. Where work is to be done (Check with your librarian to see if the class can spend time working in the library.)
   e. When to be shared with the class (It might be a good idea to permit each student to report when he is finished. Then he may help those who have not finished.)

MATERIALS

1. "History Hunt," page 89 of Student Book, resource materials

OBJECTIVE 2. After completing this unit the student will show his understandi
his ability to identify the issues and methods of protest in the

ACTIVITY	CONTENT
2. Create a montage of current and past personalities engaged in protest.	2. The students may create a montage about a personality in relation to protest. The montage may be presented as a booklet. On each page the student may use various forms of expression to describe the individual (e.g., pictures, illustrations, cartoon strips, poems, verses, or prose). The student will make a page for each idea he wishes to express about the individual. The teacher should encourage the class members to make their own pictures, cartoons, poems, etc., rather than cutting them out of a newspaper or magazine. Before beginning the montage, the class may want to spend some time in the library finding facts about the lives of the individuals they choose. Questions the students can keep in mind in creating their montage: a. What caused this person to protest? b. In what ways did he protest? c. Did his or her protest cause any change? d. How do you feel about this person? How might others feel? e. Is this protest action one in which you would sympathize? Why or why not?

er completing this unit the student will show his understanding of "Protest" by ability to identify the issues and methods of protest in the past and present.

CONTENT

2. The students may create a montage about a personality in relation to protest. The montage may be presented as a booklet. On each page the student may use various forms of expression to describe the individual (e.g., pictures, illustrations, cartoon strips, poems, verses, or prose). The student will make a page for each idea he wishes to express about the individual. The teacher should encourage the class members to make their own pictures, cartoons, poems, etc., rather than cutting them out of a newspaper or magazine.

   Before beginning the montage, the class may want to spend some time in the library finding facts about the lives of the individuals they choose.

   Questions the students can keep in mind in creating their montage:

   a. What caused this person to protest?
   b. In what ways did he protest?
   c. Did his or her protest cause any change?
   d. How do you feel about this person? How might others feel?
   e. Is this protest action one in which you would sympathize? Why or why not?

MATERIALS

2. Magazines, newspapers, library resource books, paper, glue, scissors, crayons, paint, brushes

OBJECTIVE 2. After completing this unit the student will show his understa
his ability to identify the issues and methods of protest in

ACTIVITY	CONTENT
2. Create a montage of current and past personalities engaged in protest. (continued)	Possible personalities: Current Martin Luther King, Jr. Benjamin Spock Fathers Daniel and Phillip Berrigan Cesar Chavez Malcolm X Joan Baez Tom Hayden David Dellinger Bernardine Dohrn Angela Davis Kate Millet Past Susan B. Anthony Frederick Douglass Henry David Thoreau Marcus Garvey William Garrison John Brown Carry Nation W. E. B. DuBois
3. Discuss methods of protest.	3. The purpose of this activity is to make the students aware of the various methods people could use to protest an issue. The students could work in small groups and plan projects which would indicate methods of protest. A few of the projects could be: a. Collect and display buttons, flags, posters, banners, underground newspapers, pamphlets, or other symbols b. Collect cartoons and art works about protest demonstrations c. Report on the use of parades, rallies, and lobbying as forms of protest d. Collect and report on relevant songs, poems, folklore, books, and stories

ter completing this unit the student will show his understanding of "Protest" by s ability to identify the issues and methods of protest in the past and present.

CONTENT

MATERIALS

Possible personalities:

Current

Martin Luther King, Jr.
Benjamin Spock
Fathers Daniel and
  Phillip Berrigan
Cesar Chavez
Malcolm X
Joan Baez
Tom Hayden
David Dellinger
Bernardine Dohrn
Angela Davis
Kate Millet

Past

Susan B. Anthony
Frederick Douglass
Henry David Thoreau
Marcus Garvey
William Garrison
John Brown
Carry Nation
W. E. B. DuBois

ds

3. The purpose of this activity is to make the students aware of the various methods people could use to protest an issue. The students could work in small groups and plan projects which would indicate methods of protest.

   A few of the projects could be:

   a. Collect and display buttons, flags, posters, banners, underground newspapers, pamphlets, or other symbols
   b. Collect cartoons and art works about protest demonstrations
   c. Report on the use of parades, rallies, and lobbying as forms of protest
   d. Collect and report on relevant songs, poems, folklore, books, and stories

OBJECTIVE 2. After completing this unit the student will show his understan
his ability to identify the issues and methods of protest in th

ACTIVITY	CONTENT
3. Discuss methods of protest. (continued)	e. Discuss and debate sit-ins, strikes, fasts, take-overs, picketing, boycotting, and uprisings as methods of protest. Questions for discussion: a. What were the reasons for the protests? b. Did these methods of protest help in bringing about changes? c. How do you feel about these methods of protest? d. How might other people feel about these methods of protest?
4. Make collages and/or posters of protest issues and methods.	4. Each student may make a collage or a group may make a collage on paper large enough to cover a wall or a bulletin board. The posters may be made on poster board to be used as signs or on a roll of paper to make a banner.
5. Investigate current organizations and groups engaged in protest.	5. The class may work in small groups or individually. Besides researching library materials to find facts about the organizations, some students may want to interview a member of a local protest group. Their findings may be presented as a debate, giving the pros and cons of the issue; a dramatization of a meeting of the organization; or a bulletin board display of the issue, the methods of protest, and the reactions of other people to the organization.

ter completing this unit the student will show his understanding of "Protest" by
s ability to identify the issues and methods of protest in the past and present.

	CONTENT	MATERIALS
ds	e. Discuss and debate sit-ins, strikes, fasts, take-overs, picketing, boycotting, and uprisings as methods of protest. Questions for discussion: a. What were the reasons for the protests? b. Did these methods of protest help in bringing about changes? c. How do you feel about these methods of protest? d. How might other people feel about these methods of protest?	
	4. Each student may make a collage or a group may make a collage on paper large enough to cover a wall or a bulletin board. The posters may be made on poster board to be used as signs or on a roll of paper to make a banner.	4. Paper, crayons, paint, brushes, glue, scissors, magazines, newspapers
	5. The class may work in small groups or individually. Besides researching library materials to find facts about the organizations, some students may want to interview a member of a local protest group. Their findings may be presented as a debate, giving the pros and cons of the issue; a dramatization of a meeting of the organization; or a bulletin board display of the issue, the methods of protest, and the reactions of other people to the organization.	

OBJECTIVE 2. After completing this unit the student will show his understan
his ability to identify the issues and methods of protest in t

ACTIVITY	CONTENT
5. Investigate current organizations and groups engaged in protest. (continued)	Questions to be used as a guideline: a. What issue is the group protesting? b. What methods are used by the group? c. Why may the group have chosen this method? d. How do you feel about the issue and the method used? Possible organizations for study: Southern Christian Leadership Council (SCLC) National Association for the Advancement of Colored People (NAACP) Black Panthers Student Mobilization Committee Consumer Protection Groups Ecology groups (e.g., Sierra Club) Welfare rights organizations Students for Democratic Society (SDS) Women's Liberation Labor unions Teachers' unions Free schools American Friends' Service Committee Any local protest organization

fter completing this unit the student will show his understanding of "Protest" by is ability to identify the issues and methods of protest in the past and present.

CONTENT

MATERIALS

s

Questions to be used as a guideline:

a. What issue is the group protesting?
b. What methods are used by the group?
c. Why may the group have chosen this method?
d. How do you feel about the issue and the method used?

Possible organizations for study:

Southern Christian Leadership Council (SCLC)
National Association for the Advancement of Colored People (NAACP)
Black Panthers
Student Mobilization Committee
Consumer Protection Groups
Ecology groups (e.g., Sierra Club)
Welfare rights organizations
Students for Democratic Society (SDS)
Women's Liberation
Labor unions
Teachers' unions
Free schools
American Friends' Service Committee
Any local protest organization

OBJECTIVE 2. After completing this unit the student will show his understan
his ability to identify the issues and methods of protest in t

ACTIVITY	CONTENT
6. Discuss the music of protest.	6. Students may read or sing songs which deal with protest. Students may wish to bring in records or write down words of songs for the class to read. Below is a list of songs which can be extended by the class: Blowing in the Wind (Bob Dylan) We Shall Overcome (Zilphia Horton) All My Trials (Negro spiritual) Trouble Coming Every Day (Frank Zappa) Outside a Small Circle of Friends (Phil Ochs) The Times They Are A-Changing (Bob Dylan) Give Peace a Chance (Lennon/McCartney) The Sounds of Silence (Simon/Garfunkel) I Ain't Marching Anymore (Phil Ochs) He Was My Brother (Simon/Garfunkel) Universal Soldier (Buffy St. Marie) Where Have All the Flowers Gone? (Pete Seeger) Talking Birmingham Jam (Phil Ochs) After reading, singing, or listening to the songs, the class may discuss these questions: a. Why might a person use a song as a form of protest? b. How do you feel when you hear these songs? c. What is the composer or writer trying to say in his song? d. How do you feel about using music as an expression of protest? e. Are songs of protest violent or nonviolent methods of protest? f. Are songs an effective way of protest?

fter completing this unit the student will show his understanding of "Protest" by is ability to identify the issues and methods of protest in the past and present.

CONTENT	MATERIALS
6. Students may read or sing songs which deal with protest. Students may wish to bring in records or write down words of songs for the class to read. Below is a list of songs which can be extended by the class:	6. Record player, records

Blowing in the Wind (Bob Dylan)
We Shall Overcome (Zilphia Horton)
All My Trials (Negro spiritual)
Trouble Coming Every Day (Frank Zappa)
Outside a Small Circle of Friends (Phil Ochs)
The Times They Are A-Changing (Bob Dylan)
Give Peace a Chance (Lennon/McCartney)
The Sounds of Silence (Simon/Garfunkel)
I Ain't Marching Anymore (Phil Ochs)
He Was My Brother (Simon/Garfunkel)
Universal Soldier (Buffy St. Marie)
Where Have All the Flowers Gone? (Pete Seeger)
Talking Birmingham Jam (Phil Ochs)

After reading, singing, or listening to the songs, the class may discuss these questions:

a. Why might a person use a song as a form of protest?
b. How do you feel when you hear these songs?
c. What is the composer or writer trying to say in his song?
d. How do you feel about using music as an expression of protest?
e. Are songs of protest violent or nonviolent methods of protest?
f. Are songs an effective way of protest?

OBJECTIVE 2. After completing this unit the student will show his underst
his ability to identify the issues and methods of protest in

ACTIVITY	CONTENT
7. View and discuss films: "An Interview with Bruce Gordon." 17 minutes - B&W	7. These films relate to the individuals and groups who are involved in protest movements. This material should be previewed before class use. a. Bruce Gordon, 22-year-old organized for the Student Nonviolent Coordinating Committee, is interviewed in Selma, Alabama, during the height of a drive to register Negro voters. Gordon talks steadily before the camera. The result is a personal, articulate account of his dedication as a northern Negro and an American citizen, to the cause of human rights.
"We Shall Overcome." 10 minutes - color	b. A social document using Civil Rights songs, recordings of speeches and photographs of actuality to express the spirit and hope of those engaged in the struggle against racial injustice.
8. Check Point.	8. What evidence do you have that the students are able to identify issues and methods of protest in the past and present?

ter completing this unit the student will show his understanding of "Protest" by
s ability to identify the issues and methods of protest in the past and present.

	CONTENT	MATERIALS
uss ter- ce	7. These films relate to the individuals and groups who are involved in protest movements. This material should be previewed before class use.	7. Film, "An Interview with Bruce Gordon" Available from: Contemporary Films, 828 Custer Ave., Evanston, Ill. 60202
B&W	a. Bruce Gordon, 22-year-old organized for the Student Nonviolent Coordinating Committee, is interviewed in Selma, Alabama, during the height of a drive to register Negro voters. Gordon talks steadily before the camera. The result is a personal, articulate account of his dedication as a northern Negro and an American citizen, to the cause of human rights.	
color	b. A social document using Civil Rights songs, recordings of speeches and photographs of actuality to express the spirit and hope of those engaged in the struggle against racial injustice.	Film: "We Shall Overcome" Available from: Ideal Pictures, 3910 Harlem Rd., Buffalo, N.Y. 14226
	8. What evidence do you have that the students are able to identify issues and methods of protest in the past and present?	

OBJECTIVE 3. After completing this unit the student will show his understanding
his ability to describe the needs of the individual or group parti
protest.

ACTIVITY	CONTENT	
1. Pantomime protest issues and discuss needs.	1. On index cards, the teacher should list separately current protest issues. (The teacher may use the list below.) Divide the class into small groups and give each group several cards on which to list all the possible needs or reasons for protesting the particular issue. Then, the groups will take turns pantomiming for the class a situation which illustrates the issue. It is important that the students pantomime, not a protest situation, but rather the issue itself, or what it is they are protesting. The class will try to determine the issue pantomimed, and then discuss the needs of the protesters. Each group can use its list of needs to lead the class discussion. List of protest issues: (The teacher and the class may want to add to this list.) a. War b. Poverty c. Discrimination d. Pollution e. Students' rights f. Women's rights g. Consumer protection h. Working conditions i. Dress code	1. I

ter completing this unit the student will show his understanding of "Protest" by s ability to describe the needs of the individual or group participating in otest.

CONTENT

s

1. On index cards, the teacher should list separately current protest issues. (The teacher may use the list below.) Divide the class into small groups and give each group several cards on which to list all the possible needs or reasons for protesting the particular issue.

   Then, the groups will take turns pantomiming for the class a situation which illustrates the issue. It is important that the students pantomime, not a protest situation, but rather the issue itself, or what it is they are protesting. The class will try to determine the issue pantomimed, and then discuss the needs of the protesters.

   Each group can use its list of needs to lead the class discussion.

   List of protest issues: (The teacher and the class may want to add to this list.)

   a. War
   b. Poverty
   c. Discrimination
   d. Pollution
   e. Students' rights
   f. Women's rights
   g. Consumer protection
   h. Working conditions
   i. Dress code

MATERIALS

1. Index cards

OBJECTIVE 3. After completing this unit the student will show his understar by his ability to describe the needs of the individual or grou in protest.

ACTIVITY	CONTENT
2. React to speakers.	2. Have the students plan to hear at least two speakers with differing ideas on protest. Invite one who agrees with a specific cause and another who disagrees with it. The class can have both speakers in at the same time or during different class sessions. One of the students could contact the speakers by letter, phone, or in person, inviting them to speak to the class on protest and the needs and reasons the individuals have for taking part in the protest. The students could formulate questions which the class would like answered and send them to the speakers ahead of time. One of the questions could be: "Does your role allow you to express your personal feelings about an issue?" One or two students could prepare brief speeches to introduce and thank the speakers. The students could raise questions when the speakers are with the class. The next day the students could evaluate the speakers, share what they have learned, and write thank-you letters. Some speakers to invite are: a. War veteran b. Person involved in anti-war movement c. Policeman d. Member of the National Guard e. Person protesting environmental pollution f. School principal

After completing this unit the student will show his understanding of "Protest" by his ability to describe the needs of the individual or group participating in protest.

TY CONTENT MATERIALS

2. Have the students plan to hear at least two speakers with differing ideas on protest. Invite one who agrees with a specific cause and another who disagrees with it. The class can have both speakers in at the same time or during different class sessions. One of the students could contact the speakers by letter, phone, or in person, inviting them to speak to the class on protest and the needs and reasons the individuals have for taking part in the protest.

   The students could formulate questions which the class would like answered and send them to the speakers ahead of time. One of the questions could be: "Does your role allow you to express your personal feelings about an issue?"

   One or two students could prepare brief speeches to introduce and thank the speakers. The students could raise questions when the speakers are with the class. The next day the students could evaluate the speakers, share what they have learned, and write thank-you letters.

   Some speakers to invite are:

   a. War veteran
   b. Person involved in anti-war movement
   c. Policeman
   d. Member of the National Guard
   e. Person protesting environmental pollution
   f. School principal

OBJECTIVE 3. After completing this unit the student will show his understandi
by his ability to describe the needs of the individual or group
in protest.

ACTIVITY	CONTENT	
2. React to speakers. (continued)	g. College professor who is involved in protest h. Labor union leader i. Organizer of teachers' strikes j. Member of a right wing organization k. Member of a left wing organization l. Politician m. State representative	
3. Discuss the needs of protestors by applying the causal approach.	3. Small groups or the class as a whole can choose a current protest group and by applying the causal approach, try to determine its needs and its reasons for wanting a change. The teacher can ask the students to collect pictures and/or news articles of protest situations. These articles can be used as a basis for discussion of the particular protest group. Questions to use as a guideline: a. Why is the group protesting? b. Why does the group feel this change is needed? c. Why is the group using this method to protest? d. Why are other people not in agreement with this protest group and/or the change?	3.

r completing this unit the student will show his understanding of "Protest" is ability to describe the needs of the individual or group participating rotest.

CONTENT	MATERIALS
g. College professor who is involved in protest h. Labor union leader i. Organizer of teachers' strikes j. Member of a right wing organization k. Member of a left wing organization l. Politician m. State representative	
3. Small groups or the class as a whole can choose a current protest group and by applying the causal approach, try to determine its needs and its reasons for wanting a change. The teacher can ask the students to collect pictures and/or news articles of protest situations. These articles can be used as a basis for discussion of the particular protest group. Questions to use as a guideline: a. Why is the group protesting? b. Why does the group feel this change is needed? c. Why is the group using this method to protest? d. Why are other people not in agreement with this protest group and/or the change?	3. Magazines, newspapers

OBJECTIVE 3. After completing this unit the student will show his understa by his ability to describe the needs of the individual or gro in protest.

ACTIVITY	CONTENT
4. Act out the play, "Four People Are Ready to Protest."	4. The students can act out this play and discover the needs of each of the persons involved in the protest mentioned. The following are some possible needs the person might have: Jack: needs to feel important, to identify with the group and be a leader Ann: feels it is their right to protest Judy: feels the group should be responsible for its actions Harold: likes excitement
5. Interview citizens or examine editorials and letters to the editor to determine if the causal approach is used in trying to understand the needs of protest groups.	5. The class can investigate the reaction of the public to protest actions and determine whether they apply the causal or surface approach in trying to understand the needs of protest groups. This can be done either by interviewing citizens (e.g., parents, teachers, legislators, politicians, businessmen, laborers, social workers) or by analyzing editorials and letters to the editor. If the students have interviews, they should contact the people in advance and explain that the interview is for a class project. A protest issue should be disucssed in the interview. The following questions can serve as guidelines for the interview:

ter completing this unit the student will show his understanding of "Protest" his ability to describe the needs of the individual or group participating protest.

	CONTENT	MATERIALS
dy	4. The students can act out this play and discover the needs of each of the persons involved in the protest mentioned. The following are some possible needs the person might have: Jack: needs to feel important, to identify with the group and be a leader Ann: feels it is their right to protest Judy: feels the group should be responsible for its actions Harold: likes excitement	4. "Four People Are Ready to Protest," page 90 of Student Book
- e r- h ing .	5. The class can investigate the reaction of the public to protest actions and determine whether they apply the causal or surface approach in trying to understand the needs of protest groups. This can be done either by interviewing citizens (e.g., parents, teachers, legislators, politicians, businessmen, laborers, social workers) or by analyzing editorials and letters to the editor. If the students have interviews, they should contact the people in advance and explain that the interview is for a class project. A protest issue should be disucssed in the interview. The following questions can serve as guidelines for the interview:	5. Letter to the editor or editorials

OBJECTIVE 3. After completing this unit the student will show his understandi
by his ability to describe the needs of the individual or group
in protest.

ACTIVITY	CONTENT
5. Interview citizens or examine editorials and letters to the editor to determine if the causal approach is used in trying to understand the needs of protest groups. (continued)	a. What are the needs of the protesting group? b. Do you sympathize with this group? Why or why not? c. Do you think the group is asking for a change that is needed? The class should share their findings from the interviews, editorials, or letters to the editor. To determine whether or not citizens used the causal approach, these questions can be asked: a. Did the individual understand the needs of the group? b. Did the individual judge the group only by its actions? c. Did the individual think the change was needed? If the class finds that people do not use the causal approach in trying to understand protestors, they may want to discuss why this is so and what could be done to get people to look at situations more causally.
6. View and discuss the film "March on Washington."	6. This film discusses the "Bonus Expeditionary Force," or the Bonus Army, which went to Washington, D.C., in 1932, to demand the bonus due them for service in World War I. During class discussion after the film, the students should discuss the needs of the individuals involved in the march. A complete study guide accompanies the film.

completing this unit the student will show his understanding of "Protest" s ability to describe the needs of the individual or group participating otest.

	CONTENT	MATERIALS
	a. What are the needs of the protesting group? b. Do you sympathize with this group? Why or why not? c. Do you think the group is asking for a change that is needed?	
g	The class should share their findings from the interviews, editorials, or letters to the editor. To determine whether or not citizens used the causal approach, these questions can be asked:	
	a. Did the individual understand the needs of the group? b. Did the individual judge the group only by its actions? c. Did the individual think the change was needed?	
	If the class finds that people do not use the causal approach in trying to understand protestors, they may want to discuss why this is so and what could be done to get people to look at situations more causally.	
	6. This film discusses the "Bonus Expeditionary Force," or the Bonus Army, which went to Washington, D.C., in 1932, to demand the bonus due them for service in World War I. During class discussion after the film, the students should discuss the needs of the individuals involved in the march. A complete study guide accompanies the film.	6. Film, "March on Washington" Available from: Reaction Films, Steck-Vaughn Co., Austin, Tex. 78767 Projector, screen

OBJECTIVE 3. After completing this unit the student will show his understa
by his ability to describe the needs of the individual or gr
in protest.

ACTIVITY	CONTENT
7. Discuss hunger strikes.	7. Personalities around the world have denied themselves their need for food as a form of protest. Some people who have fasted to protest a situation or policy are: a. Martin Luther King b. Dick Gregory c. Cesar Chavez d. Mohandas Gandhi e. David Harris (Joan Baez's husband) f. Prisoners protesting prison conditions g. Students The class can investigate these and other personalities to find when and why they fasted. The following questions can be used as guidelines for discussion of their findings: a. Why might someone deny himself a basic need (food) in order to protest? b. Why might the individual have chosen this form of protest? c. How effective has this form of protest been? d. How did the protestor feel about his fasting? e. How do you feel about this form of protest? f. Besides the need for food, what are the other needs of the protestor?
8. Check Point.	8. What evidence do you have that the students can describe the needs of the individual or group participating in protest?

er completing this unit the student will show his understanding of "Protest" his ability to describe the needs of the individual or group participating protest.

CONTENT	MATERIALS
7. Personalities around the world have denied themselves their need for food as a form of protest. Some people who have fasted to protest a situation or policy are: a. Martin Luther King b. Dick Gregory c. Cesar Chavez d. Mohandas Gandhi e. David Harris (Joan Baez's husband) f. Prisoners protesting prison conditions g. Students The class can investigate these and other personalities to find when and why they fasted. The following questions can be used as guidelines for discussion of their findings: a. Why might someone deny himself a basic need (food) in order to protest? b. Why might the individual have chosen this form of protest? c. How effective has this form of protest been? d. How did the protestor feel about his fasting? e. How do you feel about this form of protest? f. Besides the need for food, what are the other needs of the protestor?	7. Library resource materials
8. What evidence do you have that the students can describe the needs of the individual or group participating in protest?	

OBJECTIVE 4. After completing this unit the student will show his understandin
by his ability to analyze peaceful and violent methods of protest

ACTIVITY	CONTENT	
1. Read and discuss "Peaceful and Violent Protest."	1. In the Student Book two basic types of protest are presented, and the students are asked to decide which category each of six protest situations fall under. The definitions should be written on the Definition of Terms page in the Student Book.	1.
2. Interview members of the community.	2. The students can work individual or in small groups to interview members of the community for their opinions of peaceful and violent protests. The students should contact the persons they are interviewing beforehand and explain that the purpose of the interview is for a class project. The following questions can be used as a guideline: a. Do you feel everyone has a right to protest? Why or why not? b. Do you feel that protest is an effective way to bring about change? c. Have you ever taken part in a protest action? d. Would you ever become involved in some form of protest? e. Do you feel the majority of protests in American history have been of a violent or a peaceful nature? f. Why may violent protest bring about a change, even though violence is harmful? The results of the interviews should be shared with the class during a discussion or a presentation by each individual or group. The class may want to tabulate the opinions to determine how the citizens feel about different forms of protest.	

completing this unit the student will show his understanding of "Protest"
ability to analyze peaceful and violent methods of protest.

CONTENT

1. In the Student Book two basic types of protest are presented, and the students are asked to decide which category each of six protest situations fall under. The definitions should be written on the Definition of Terms page in the Student Book.
2. The students can work individual or in small groups to interview members of the community for their opinions of peaceful and violent protests. The students should contact the persons they are interviewing beforehand and explain that the purpose of the interview is for a class project. The following questions can be used as a guideline:
   a. Do you feel everyone has a right to protest? Why or why not?
   b. Do you feel that protest is an effective way to bring about change?
   c. Have you ever taken part in a protest action?
   d. Would you ever become involved in some form of protest?
   e. Do you feel the majority of protests in American history have been of a violent or a peaceful nature?
   f. Why may violent protest bring about a change, even though violence is harmful?

   The results of the interviews should be shared with the class during a discussion or a presentation by each individual or group. The class may want to tabulate the opinions to determine how the citizens feel about different forms of protest.

MATERIALS

1. "Peaceful and Violent Protest," page 91 of Student Book

OBJECTIVE 4. After completing this unit the student will show his underst
by his ability to analyze peaceful and violent methods of pr

ACTIVITY	CONTENT
3. Role playing.	3. (See instructions for role playing, page 48.) The students will decide through role playing which method a group of people or an individual will use to protest a situation which needs to be changed. In each situation there should be someone playing the role of the person who is being asked to change a policy, as well as someone playing the role of the protestor. After the presentations the class should discuss a. How did you feel in the role you played? b. What were the effects of the chosen method on the people involved? c. Was the method effective in causing a change? Why or why not? d. Was the method constructive or nonconstructive? Why? Role playing situations: a. A junior high school's dress code requires all students to wear white shirts. The students want to change the code so they wear any color shirts. Their principal, Mr. Lawson must be persuaded to accept the change. b. The firemen in a city ask for higher wages, but the city officials reject their request. c. An ecology group has sent several petitions to a factory, asking that the factory stop pouring its wastes into a local lake. These petitions have failed to cause any change in the factory's policies.

ter completing this unit the student will show his understanding of "Protest" his ability to analyze peaceful and violent methods of protest.

CONTENT MATERIALS

3. (See instructions for role playing, page 48.) The students will decide through role playing which method a group of people or an individual will use to protest a situation which needs to be changed. In each situation there should be someone playing the role of the person who is being asked to change a policy, as well as someone playing the role of the protestor.

   After the presentations the class should discuss:

   a. How did you feel in the role you played?
   b. What were the effects of the chosen method on the people involved?
   c. Was the method effective in causing a change? Why or why not?
   d. Was the method constructive or nonconstructive? Why?

   Role playing situations:

   a. A junior high school's dress code requires all students to wear white shirts. The students want to change the code so they wear any color shirts. Their principal, Mr. Lawson must be persuaded to accept the change.
   b. The firemen in a city ask for higher wages, but the city officials reject their request.
   c. An ecology group has sent several petitions to a factory, asking that the factory stop pouring its wastes into a local lake. These petitions have failed to cause any change in the factory's policies.

OBJECTIVE 4. After completing this unit the student will show his understandi
by his ability to analyze peaceful and violent methods of protest

ACTIVITY	CONTENT	
3. Role playing. (continued)	d. The tenants of a housing unit have sent written and verbal requests to their landlord asking him to repair broken water pipes and stairways. The landlord does not respond to these requests. e. A youth center is closed on the demand of parents in the community because drugs were found in someone's locker. A majority of the youth want to reopen their center because it is their main source of recreation.	
4. View and discuss sound filmstrip "Civil Disobedience." Part 1, 15 minutes Part 2, 15 minutes	4. This activity will give the students a background in civil disobedience and acquaint them with the differences between civil disobedience and other forms of protest. The filmstrip discusses civil disobedience as a powerful influence in changing undesirable situations. CIVIL DISOBEDIENCE IS DEFINED AS A NONVIOLENT AND NONSECRETIVE FORM OF DISSENT UNDERTAKEN WITH KNOWLEDGE OF AND WILLINGNESS TO ACCEPT THE CONSEQUENCES. Use questions in the study guide that accompanies the filmstrip to initiate discussion.	4.

completing this unit the student will show his understanding of "Protest"
s ability to analyze peaceful and violent methods of protest.

CONTENT	MATERIALS
d. The tenants of a housing unit have sent written and verbal requests to their landlord asking him to repair broken water pipes and stairways. The landlord does not respond to these requests.	
e. A youth center is closed on the demand of parents in the community because drugs were found in someone's locker. A majority of the youth want to reopen their center because it is their main source of recreation.	
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OBJECTIVE 4. After completing this unit the student will show his understa
by his ability to analyze peaceful and violent methods of pr

ACTIVITY	CONTENT
5. View and discuss films: "Strikes-Protest-Strikes," 15 minutes - color "The Quiet Protestor," 15 minutes - color	5. "Strikes-Protest-Strikes" could easily stimulate discussion on violence in strikes. See the questions for discussion in the guide that accompanies the film. "The Quiet Protestor" asks students to investigate the concept of protest by examining the role of the individual and the individual's conscience in making a decision to protest.
6. "Analyze News Articles."	6. The teacher can collect newspaper articles which include enough information about protest. Then have the students break into groups and respond to the questions in the Student Book.
7. Organize, write, and publish a newspaper about current peaceful or violent protests.	7. The entire class or a small group of students can be involved in this activity. If it is a class project, the activity can begin with a visit to a local newspaper or a discussion of how a newspaper is produced. The students can organize and decide who will fill the roles of editor, reporters, illustrators, headline writers, printers, and distributors. News reporters should relate the facts about a particular protest. An editorial taking a stand on a protest issue will provide the opportunity for others to write letters to the editor expressing their opinions.

After completing this unit the student will show his understanding of "Protest" by his ability to analyze peaceful and violent methods of protest.

	CONTENT	MATERIALS
scuss kes- kes," - color - color	5. "Strikes-Protest-Strikes" could easily stimulate discussion on violence in strikes. See the questions for discussion in the guide that accompanies the film. "The Quiet Protestor" asks students to investigate the concept of protest by examining the role of the individual and the individual's conscience in making a decision to protest.	5. Films, "Strikes-Protest-Strikes" and "The Quiet Protestor" Available from: Reaction Films, Steck-Vaughn Co., Austin, Tex. 78767 Projector, screen
vs	6. The teacher can collect newspaper articles which include enough information about protest. Then have the students break into groups and respond to the questions in the Student Book.	6. "Analyze Newspaper Articles," page 93 of Student Book
ite, a t	7. The entire class or a small group of students can be involved in this activity. If it is a class project, the activity can begin with a visit to a local newspaper or a discussion of how a newspaper is produced. The students can organize and decide who will fill the roles of editor, reporters, illustrators, headline writers, printers, and distributors. News reporters should relate the facts about a particular protest. An editorial taking a stand on a protest issue will provide the opportunity for others to write letters to the editor expressing their opinions.	7. Paper, pencil typewriter, dittos, duplicating machine

OBJECTIVE 4. After completing this unit the student will show his understandi
by his ability to analyze peaceful and violent methods of protes

ACTIVITY	CONTENT
8. Discuss the effects of peaceful and violent protest.	8. The class or small groups can discuss or debate the following questions keeping in mind the results of the investigations of protests in the past and present (Objective 2): a. What may be the effects of peaceful protest on people? b. What may be the effects of violent protest on people? c. What may be the effects of peaceful protest in causing a change? d. What may be the effects of violent protest in causing a change? e. If violent protest harms people, why may it sometimes cause a change? f. If peaceful protest does not harm people, why may it not always cause a change?
9. Check Point.	9. What evidence do you have that the students are able to analyze peaceful and violent methods of protest?

r completing this unit the student will show his understanding of "Protest"
is ability to analyze peaceful and violent methods of protest.

CONTENT MATERIALS

8. The class or small groups can discuss or debate the following questions keeping in mind the results of the investigations of protests in the past and present (Objective 2):

   a. What may be the effects of peaceful protest on people?
   b. What may be the effects of violent protest on people?
   c. What may be the effects of peaceful protest in causing a change?
   d. What may be the effects of violent protest in causing a change?
   e. If violent protest harms people, why may it sometimes cause a change?
   f. If peaceful protest does not harm people, why may it not always cause a change?

9. What evidence do you have that the students are able to analyze peaceful and violent methods of protest?

OBJECTIVE 5. After completing this unit the student will show his underst
by his ability to discuss his responsibility in decisions he

ACTIVITY	CONTENT
1. Read, discuss, and complete "Changes on the Campus."	1. The story gives the student the opportunity to choose methods of protest and consider the effects of the methods chosen. As students complete the story, class discussion can center on the various ways they feel the situation will be settled.
2. Creative writing.	2. Individually, the students may express personal feelings concerning their responsibility in decisions they make about protest. They may be done in a poem, an essay, a song, a short story or play, or a letter to the local newspaper.
3. Read and react to "What Is My Responsibility?"	3. On the student page is a short story concerning an individual's responsibility for his actions when he becomes involved in protest. The students might discuss their own possible involvements in protest and realize that a decision to protest responsibly and effectively requires an honest commitment.

fter completing this unit the student will show his understanding of "Protest" y his ability to discuss his responsibility in decisions he makes about protest.

	CONTENT	MATERIALS
s,	1. The story gives the student the opportunity to choose methods of protest and consider the effects of the methods chosen. As students complete the story, class discussion can center on the various ways they feel the situation will be settled.	1. "Changes on the Campus," page 94 of Student Book
	2. Individually, the students may express personal feelings concerning their responsibility in decisions they make about protest. They may be done in a poem, an essay, a song, a short story or play, or a letter to the local newspaper.	
ct My ty?"	3. On the student page is a short story concerning an individual's responsibility for his actions when he becomes involved in protest. The students might discuss their own possible involvements in protest and realize that a decision to protest responsibly and effectively requires an honest commitment.	3. "What Is My Responsibility?" page 97 of Student Book

OBJECTIVE 5. After completing this unit the student will show his understandi
by his ability to discuss his responsibility in decisions he make

ACTIVITY	CONTENT	
4. View and discuss the film "Decision at Delano." 26 minutes - color	4. This film discusses the continuing 1966 "grape strike" by the National Workers of America. The film examines all points of view--those of the growers, the strikers, the nonstriking farm workers, the clergymen, and the police and political leaders. Students could discuss or write their opinion on how the strike could be resolved.	4.
5. Present "A Plan for Change" to the class.	5. Students in small groups may want to plan a presentation to the class concerning: a. a situation involving a protest against parents and rules in the home b. a personal decision to join protest c. a law that they want changed d. a community problem such as pollution, littering, water supply, poor housing, or some other situation Their planning of the presentation should emphasize their personal role and responsibilities in the decisions they make about protest.	5.

r completing this unit the student will show his understanding of "Protest"
is ability to discuss his responsibility in decisions he makes about protest.

	CONTENT	MATERIALS
s or	4. This film discusses the continuing 1966 "grape strike" by the National Workers of America. The film examines all points of view--those of the growers, the strikers, the nonstriking farm workers, the clergymen, and the police and political leaders. Students could discuss or write their opinion on how the strike could be resolved.	4. Film, "Decision at Delano" Available from: Extension Media Center, University Extension, University of California, Berkeley, Calif. 94720 Film projector, screen
	5. Students in small groups may want to plan a presentation to the class concerning: a. a situation involving a protest against parents and rules in the home b. a personal decision to join protest c. a law that they want changed d. a community problem such as pollution, littering, water supply, poor housing, or some other situation Their planning of the presentation should emphasize their personal role and responsibilities in the decisions they make about protest.	5. "A Plan for Change," page 98 of Student Book

OBJECTIVE 5. After completing this unit the student will show his understa
by his ability to discuss his responsibility in decisions he

ACTIVITY	CONTENT
6. Discussion on decisions to protest.	6. The teacher and class may have an informal discussion or a debate on the following questions: a. Why do people become involved in protest? b. Is there a way of determining which people will protest or which issues will lead to protest? c. Would a person involved in protest feel that he can in some way cause a change? d. What must be considered by each person in making the decision to protest? e. What sacrifices may be required of the individual who protests? f. What rewards may there be for the individual who protests? President Nixon stated the following concerning the October 15, 1969, moratorium on the Vietnam War: "I will in no way be affected by the moratorium... To allow government policy to be made in the streets would destroy the democratic process." The class may discuss how they feel about this statement and its implications as far as the effectiveness of peaceful protest in our country.

r completing this unit the student will show his understanding of "Protest" is ability to discuss his responsibility in decisions he makes about protest.

CONTENT

MATERIALS

6. The teacher and class may have an informal discussion or a debate on the following questions:

   a. Why do people become involved in protest?
   b. Is there a way of determining which people will protest or which issues will lead to protest?
   c. Would a person involved in protest feel that he can in some way cause a change?
   d. What must be considered by each person in making the decision to protest?
   e. What sacrifices may be required of the individual who protests?
   f. What rewards may there be for the individual who protests?

   President Nixon stated the following concerning the October 15, 1969, moratorium on the Vietnam War:

   > "I will in no way be affected by the moratorium... To allow government policy to be made in the streets would destroy the democratic process."

   The class may discuss how they feel about this statement and its implications as far as the effectiveness of peaceful protest in our country.

OBJECTIVE 5. After completing this unit the student will show his understandi
by his ability to discuss his responsibility in decisions he mak

ACTIVITY	CONTENT
7. Discuss protest situations within the school.	7. In this activity, the students can give their personal opinions of protest situations within the school environment. The class can use the following questions for discussion: a. Should students in your school determine their dress code? Why or why not? b. Should students be able to make some of the school regulations and rules? Why or why not? c. Should students be allowed to choose the teachers and courses they want? Why or why not? d. Which methods would you choose to protest a school rule with which you disagree? e. Which method would be most effective without causing harm to others? f. Would you ever feel that you are justified in harming people or property in your protest? g. What would you do if violence erupted in your protest? h. What would you do if you were a principal or a teacher in a school where students protested? i. When, if ever, should the police be asked to stop a protest situation within the school?
8. Check Point.	8. What evidence do you have that students can discuss their responsibility in the decisions they make about protest?

completing this unit the student will show his understanding of "Protest" s ability to discuss his responsibility in decisions he makes about protest.

CONTENT

MATERIALS

7. In this activity, the students can give their personal opinions of protest situations within the school environment. The class can use the following questions for discussion:
   - a. Should students in your school determine their dress code? Why or why not?
   - b. Should students be able to make some of the school regulations and rules? Why or why not?
   - c. Should students be allowed to choose the teachers and courses they want? Why or why not?
   - d. Which methods would you choose to protest a school rule with which you disagree?
   - e. Which method would be most effective without causing harm to others?
   - f. Would you ever feel that you are justified in harming people or property in your protest?
   - g. What would you do if violence erupted in your protest?
   - h. What would you do if you were a principal or a teacher in a school where students protested?
   - i. When, if ever, should the police be asked to stop a protest situation within the school?

8. What evidence do you have that students can discuss their responsibility in the decisions they make about protest?

CONCLUDING THE UNIT:

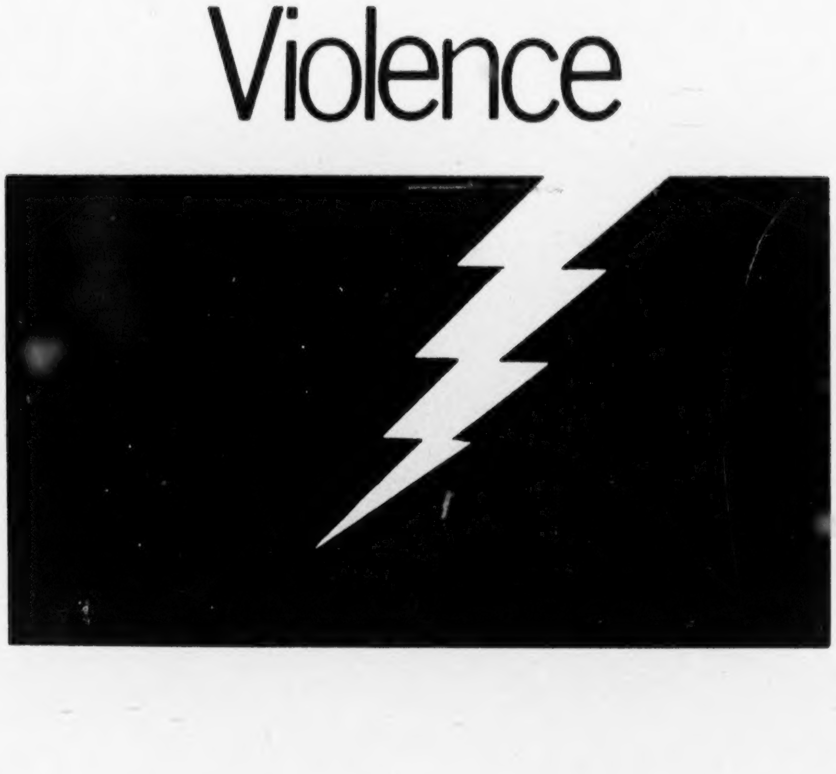
ACTIVITY	CONTENT
1. Review objectives for the learner.	1. The class could review the objectives to discover any personal growth and changes in attitudes.
2. Take the post-test.	2. The teacher may wish to share these results with the students. The evaluator might be able to discover some growth and changes in attitude of the learner by comparing the pre-test scores with the post-test scores. Further instructions and suggestions for use of the post-test are in the section of the manual dealing with pre-post tests.

UNIT:

ner.

CONTENT	MATERIALS
1. The class could review the objectives to discover any personal growth and changes in attitudes.	1. Page 86 of Student Book
2. The teacher may wish to share these results with the students. The evaluator might be able to discover some growth and changes in attitude of the learner by comparing the pre-test scores with the post-test scores. Further instructions and suggestions for use of the post-test are in the section of the manual dealing with pre-post tests.	2. A ditto copy for each student of the unit pre-post test

UNIT V
WHY VIOLENCE?



RATIONALE

Violence is one form of aggression prevalent in our society today. Daily newsp reports on radio and television are filled with accounts of violent acts. More seem to be using violent methods to communicate their dissent and settle their

Youths tell adults that they do not like the Establishment by throwing rocks. the ghettos tell the nation they do not like their way of life by rioting and l quarrels all too often end with violent acts. Violence is defined in this unit TIONAL USE OF FORCE TO INJURE, TO KILL, OR TO DESTROY PROPERTY.*

It appears that some people see little or no difference in the degree of seriou involving human beings and violence involving property. Individuals have react tionally when a college building was destroyed as when someone was killed on th

Violence has been widely discussed, debated, and researched. Many studies have concerning the causes of violence, the effects of the mass media on increasing lence, and the methods that might be used to prevent violent behavior.

Many adolescents are aware of the violence in our society. They need opportunit how they feel about it, how constant exposure to violence affects them, and how decisions about the use of violence to satisfy a personal need. Responsibility cators to explore the dynamics of violence and to give adolescents opportunitie alternatives to violence. It is with this purpose that the unit "Why Violence?

In the unit, the students examine the uses of violence in the past and at the p discuss some probable causes and effects of violence, consider the feelings of and indirectly involved with it, and are given the opportunity to suggest alter lent behavior. The goals of the unit are to assist students in developing the of thinking critically, choosing wisely, and reacting responsibly in situations about violence must be made.

* Skolnick, Jerome H., Director. The Politics of Protest, A Task Force Report S National Commission on the Causes and Prevention of Violence. New York: Simon 1969, p. 6.

At appropriate times remind the students of the two vital questions to as to understand behavior. They are also listed at the bottom of the Why? p booklets.

1. What feeling or "need" was the person trying to work out
2. Why did he go at it that way?

RATIONALE

m of aggression prevalent in our society today. Daily newspapers and news
d television are filled with accounts of violent acts. More and more people
olent methods to communicate their dissent and settle their disagreements.

that they do not like the Establishment by throwing rocks. Some who live in
e nation they do not like their way of life by rioting and looting. Family
ten end with violent acts. Violence is defined in this unit as THE INTEN-
TO INJURE, TO KILL, OR TO DESTROY PROPERTY.*

e people see little or no difference in the degree of seriousness of violence
ngs and violence involving property. Individuals have reacted just as emo-
lege building was destroyed as when someone was killed on the same campus.

idely discussed, debated, and researched. Many studies have been conducted
es of violence, the effects of the mass media on increasing crime and vio-
ods that might be used to prevent violent behavior.

e aware of the violence in our society. They need opportunities to talk about
it, how constant exposure to violence affects them, and how they will make
use of violence to satisfy a personal need. Responsibility rests upon edu-
he dynamics of violence and to give adolescents opportunities to think about
lence. It is with this purpose that the unit "Why Violence?" was written.

udents examine the uses of violence in the past and at the present time. They
le causes and effects of violence, consider the feelings of people directly
lved with it, and are given the opportunity to suggest alternatives to vio-
goals of the unit are to assist students in developing the skills and habits
lly, choosing wisely, and reacting responsibly in situations where decisions
be made.

H. Director. The Politics of Protest, A Task Force Report Submitted to the
on on the Causes and Prevention of Violence. New York: Simon and Schuster,

e times remind the students of the two vital questions to ask in trying
behavior. They are also listed at the bottom of the Why? page of their

1. What feeling or "need" was the person trying to work out?
2. Why did he go at it that way?

OBJECTIVES FOR THE LEARNER

After completing this unit the student will show his understanding of "Why
ability to:

1. Define and give examples of violence.
2. Discuss the kinds and uses of violence in America in the past and prese
3. Discuss some possible causes of violence.
4. Describe and analyze the effects of violence on the persons directly or involved.
5. List alternatives to violence.

Further objectives developed by the class:

6.

7.

8.

9.

10.

THE LEARNER

g this unit the student will show his understanding of "Why Violence?" by his

give examples of violence.
kinds and uses of violence in America in the past and present.
e possible causes of violence.
d analyze the effects of violence on the persons directly or indirectly

atives to violence.

ves developed by the class:

TEACHING MATERIALS FOR THE ENRICHMENT OF THE UNIT

Materials listed are not essential to teaching the unit, however, they would
richment to the learning activities. If you are unable to secure all of the
priority to those marked with asterisks (*), since they would be particularly
unit.

OBJECTIVE	ITEM	APPROX. COST	AVAILABLE
#1	"Silent Night and the Seven O'Clock News" from Parsley, Sage, Rosemary, and Thyme. Simon and Garfunkel	$4.98	Columbia Rec
#3	"Mr. Johnson's Had the Course" 16 mm Film 27 Minutes - Color	$250.00	Paulist Prod 17575 Pacifi Pacific Pali 90272
#3	* "Chicago 1968 - Rights in Conflict" 16 mm Film 15 Minutes - Color	$164.00	Steck-Vaughn Austin, Texa
#4	Forces, Book Action Series	$1.50 per book	Houghton Mif 110 Tremont Boston, Mass
#4	* "Follow the Leader" 16 mm Film 23 Minutes - B&W	$135.00	Carousel Fil 1501 Broadwa New York, Ne

FOR THE ENRICHMENT OF THE UNIT

re not essential to teaching the unit, however, they would definitely add en-
arning activities. If you are unable to secure all of the materials, give
marked with asterisks (*), since they would be particularly valuable for the

ITEM	APPROX. COST	AVAILABLE FOR PURCHASE FROM
Silent Night and the even O'Clock News" rom Parsley, Sage, osemary, and Thyme. imon and Garfunkel	$4.98	Columbia Record Company
Mr. Johnson's Had he Course" 6 mm Film 7 Minutes - Color	$250.00	Paulist Productions 17575 Pacific Coast Highway Pacific Palisades, California 90272
Chicago 1968 - Rights in Conflict" 6 mm Film 5 Minutes - Color	$164.00	Steck-Vaughn Company Austin, Texas 78767
orces, ook ction Series	$1.50 per book	Houghton Mifflin Co. 110 Tremont Street Boston, Massachusetts 02107
Follow the Leader" 6 mm Film 3 Minutes - B&W	$135.00	Carousel Films, Inc. 1501 Broadway New York, New York 10036

SUPPLEMENTARY READINGS

These are highly recommended readings for all teachers about to become in unit:

BOOKS:

Berkowitz, Leonard. Aggression: A Social Psychological Analysis. New Book Company, 1962.

Bernstein, Saul. Alternatives to Violence. New York: Association Pres

Carthy, J. D., and Ebling, F. J., Editors. The Natural History of Aggre

Graham, Hugh Davis, and Gurr, Ted Robert. The History of Violence of A Bantam Books, 1969.

____. Violence in America: Histori Perspectives. A Report to the National Commission on the Causes and Pr Vol. I and II (especially the Introduction). Washington, D.C.: U.S. Go Office, June, 1969. (Can be obtained by writing to the Superintendent Government Printing Office, Washington, D.C. 20402.)

National Commission on the Cause and Prevention of Violence. Violent C duction: "Toward a National Urban Policy" by Daniel P. Moynihan). New miller, 1969.

Schlesinger, Arthur, Jr. Violence: America in the Sixties. New York:

Sellin, Thorsten, Editor. The Annals: Patterns of Violence. Lancaster Academy of Political and Social Science, Vol. 364, March, 1966.

Skolnick, Jerome H., Director. The Politics of Protest, A Task Force S National Commission on the Causes and Prevention of Violence. New York 1969.

Sorel, G. Reflections on Violence, translated by T. C. Hulme. London:

EADINGS

y recommended readings for all teachers about to become involved in teaching this

eonard. Aggression: A Social Psychological Analysis. New York: McGraw Hill
, 1962.

aul. Alternatives to Violence. New York: Association Press, 1967.

., and Ebling, F. J., Editors. The Natural History of Aggression. London: 1964.

Davis, and Gurr, Ted Robert. The History of Violence of America. New York:
. 1969.

______________________________. Violence in America: Historical and Comparative
. A Report to the National Commission on the Causes and Prevention of Violence,
I (especially the Introduction). Washington, D.C.: U.S. Government Printing
. 1969. (Can be obtained by writing to the Superintendent of Documents, U.S.
rinting Office, Washington, D.C. 20402.)

nission on the Cause and Prevention of Violence. Violent Crime (with an intro-
ward a National Urban Policy" by Daniel P. Moynihan). New York: George Braz-
.

Arthur, Jr. Violence: America in the Sixties. New York: Signet Books, 1968.

sten, Editor. The Annals: Patterns of Violence. Lancaster: The American
olitical and Social Science, Vol. 364, March, 1966.

rome H., Director. The Politics of Protest, A Task Force Submitted to the
nission on the Causes and Prevention of Violence. New York: Simon and Schuster,

eflections on Violence, translated by T. C. Hulme. London: 1915.

SUPPLEMENTARY READINGS (continued)

BOOKS:

Storr, Anthony. Human Aggression. New York: Antheneum, 1968.

Wertham, Fredrick, M.D. A Sign for Cain (An Exploration of Human Violence
The MacMillan Company, 1966.

MAGAZINES AND ARTICLES:

Bender, L., and Frosch, J. "Children and Adolescents Who Have Killed." A
Psychiatry, December, 1959.

"Children's Reactions to War." In a Dynamic Psychopathology of Childhood,
Springfield, Illinois: 1954.

Berkowitz, Leonard. "The Effects of Observing Violence." Scientific Amer

Hafstader, Richard. "The Future of American Violence." Harper's Magazine

Harrison, Alton, Jr., and Seriven, Eldon G. "T.V. and Youth." The Cleari
1969, pp. 82-90.

"If Crime Goes Unchecked--What Big Cities Will be Like." U.S. News and Wo
8 December 1969, pp. 41-42.

Mosse, H. L. "Aggression and Violence in Fantasy and Fact." American Jou
therapy, Vol. 2, 1948.

Today's Education. (Special feature on violence and aggression) NEA, Sep

"T.V. Violence." Read Magazine, 15 December 1969.

"Why Streets Are Not Safe: A Special Report on Crime." U.S. News and Worl
16 March 1970, pp. 15-21.

Supplementary readings that pertain to the causal approach to behavior are li
mentary Readings pages of the first unit. They are highly recommended as bac
ing all the units.

ADINGS (continued)

y. Human Aggression. New York: Antheneum, 1968.

rick, M.D. A Sign for Cain (An Exploration of Human Violence). New York:
Company, 1966.

TICLES:

nd Frosch, J. "Children and Adolescents Who Have Killed." American Journal of
ecember, 1959.

eactions to War." In a Dynamic Psychopathology of Childhood, L. Bender, Editor.
Illinois: 1954.

onard. "The Effects of Observing Violence." Scientific American, February, 1964.

chard. "The Future of American Violence." Harper's Magazine, April, 1970.

on, Jr., and Seriven, Eldon G. "T.V. and Youth." The Clearing House, October,
90.

s Unchecked--What Big Cities Will be Like." U.S. News and World Report,
69, pp. 41-42.

"Aggression and Violence in Fantasy and Fact." American Journal of Psycho-
2, 1948.

tion. (Special feature on violence and aggression) NEA, September, 1969.

e." Read Magazine, 15 December 1969.

Are Not Safe: A Special Report on Crime." U.S. News and World Report,
, pp. 15-21.

adings that pertain to the causal approach to behavior are listed on the Supplepages of the first unit. They are highly recommended as background for teachs.

INTRODUCTION TO THE UNIT

The variety of activities with each objective is intended to provide choi it is necessary to do all of them. Activities chosen can be based on suc nificant terms, degree of relevancy as determined by the teacher and/or t type of class, depth of study in the unit, availability of supplemental m tions, and class interest.

ACTIVITY	CONTENT
1. Take the pre-test.	1. Instructions for administering and using pre-tests in the section of the manual on the use of pre-post tests. The directions for administering and scoring them are on the page preceding the pre-post test for this unit.
2. Read and discuss the rationale for the unit.	2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit
3. Read and discuss the objectives for the learner.	3. The teacher may want to give the class the option of creating learner objectives for "Why Violence?" Student-created objectives could be the starting point for the unit. Another metho of introducing learner objectives is to read an discuss those in the unit. The class can then add others. It is necessary that students understand the relevancy and importance of each objective. To aid those who have difficulty seeing the relevancy, the teacher may find help in the general section of the manual that deals with objectives. The unit objectives displayed on a transparency may be helpful.

O THE UNIT

activities with each objective is intended to provide choices, so do not feel that
y to do all of them. Activities chosen can be based on such things as defining sig-
, degree of relevancy as determined by the teacher and/or the class, the particular
depth of study in the unit, availability of supplemental materials, time limita-
ss interest.

	CONTENT	MATERIALS
	1. Instructions for administering and using pretests in the section of the manual on the use of pre-post tests. The directions for administering and scoring them are on the page preceding the pre-post test for this unit.	1. A ditto copy of the unit pre-post test for each student
scuss le t.	2. A class discussion of the rationale in the Student Book will help provide the students with a foundation and purpose for the study of the unit.	2. Why? page 103 of Student Book
scuss ves rner.	3. The teacher may want to give the class the option of creating learner objectives for "Why Violence?" Student-created objectives could be the starting point for the unit. Another method of introducing learner objectives is to read and discuss those in the unit. The class can then add others. It is necessary that students understand the relevancy and importance of each objective. To aid those who have difficulty seeing the relevancy, the teacher may find help in the general section of the manual that deals with objectives. The unit objectives displayed on a transparency may be helpful.	3. Page 104 of Student Book, transparency of the objectives for the learner, overhead projector

OBJECTIVE 1. After completing this unit the student will show his understandi
Violence?" by his ability to define and give examples of violenc

ACTIVITY	CONTENT	
1. Define "violence" and listen to news reports.	1. Because violence is mentioned in almost every newscast, having the class listen to a TV or radio news program would be an effective way to lead to the definition of violence. A news report could also be taped by some students or the teacher. The teacher can either assign the class to listen to a news program or ask the students to recall the last news broadcast they have heard. The class could discuss the meaning of the word violence. After the discussion, the teacher can present the definition given in this unit: *VIOLENCE in these units is defined as THE INTENTIONAL USE OF FORCE TO INJURE, TO KILL, OR TO DESTROY PROPERTY. (Violence is considered by the authors as an extreme form of aggression.) *Skolnick, Jerome H., Director. The Politics of Protest, A Task Force Report Submitted to the National Commission on the Causes and Prevention of Violence. New York: Simon and Schuster, 1969, p. 6.	1.
2. List forms of violence in America.	2. The class can list all the forms of violence that existed or presently exist in America (e.g., assassination, war, organized crime, suicide, capital punishment, lynching, vigilantism). When the list is completed, the class can discuss the following questions: a. If these forms have occurred, does that mean they are acceptable in our society? Why or why not?	

ter completing this unit the student will show his understanding of "Why olence?" by his ability to define and give examples of violence.

ts.

CONTENT

1. Because violence is mentioned in almost every newscast, having the class listen to a TV or radio news program would be an effective way to lead to the definition of violence. A news report could also be taped by some students or the teacher. The teacher can either assign the class to listen to a news program or ask the students to recall the last news broadcast they have heard. The class could discuss the meaning of the word violence. After the discussion, the teacher can present the definition given in this unit:

   *VIOLENCE in these units is defined as THE INTENTIONAL USE OF FORCE TO INJURE, TO KILL, OR TO DESTROY PROPERTY. (Violence is considered by the authors as an extreme form of aggression.)
   *Skolnick, Jerome H., Director. The Politics of Protest, A Task Force Report Submitted to the National Commission on the Causes and Prevention of Violence. New York: Simon and Schuster, 1969, p. 6.

2. The class can list all the forms of violence that existed or presently exist in America (e.g., assassination, war, organized crime, suicide, capital punishment, lynching, vigilantism). When the list is completed, the class can discuss the following questions:

   a. If these forms have occurred, does that mean they are acceptable in our society? Why or why not?

MATERIALS

1. Tape of newscast, TV, or radio

OBJECTIVE 1. After completing this unit the student will show his underst
Violence?" by his ability to define and give examples of vic

ACTIVITY	CONTENT
2. List forms of violence in America. (continued)	b. Why are some forms of violence tolerated by our society? c. Are there new forms of violence in our society today (e.g., napalm, chemical warfare, nuclear bomb)? d. How do you feel about these forms of violence?
3. Listen to "Silent Night and the Seven O'Clock News" by Simon and Garfunkel.	3. As a follow-up to the news report and the definition of violence, the class could listen to the recording by Simon and Garfunkel entitled "Silent Night and the Seven O'Clock News," from the album Parsley, Sage, Rosemary, and Thyme. "Silent Night" is sung along with a newscast which reports violent incidents. The newscast gets progressively louder. The discussion following this song could include the feelings of the students when they hear the paradox in the song.
4. Create collages.	4. The class can work in small groups or individually to make collages on forms of violence. The students could explain their collages to th class and tell why a picture or symbol they chose depicts violence.

fter completing this unit the student will show his understanding of "Why iolence?" by his ability to define and give examples of violence.

	CONTENT	MATERIALS
f	b. Why are some forms of violence tolerated by our society? c. Are there new forms of violence in our society today (e.g., napalm, chemical warfare, nuclear bomb)? d. How do you feel about these forms of violence?	
t n "	3. As a follow-up to the news report and the definition of violence, the class could listen to the recording by Simon and Garfunkel entitled "Silent Night and the Seven O'Clock News," from the album Parsley, Sage, Rosemary, and Thyme. "Silent Night" is sung along with a newscast which reports violent incidents. The newscast gets progressively louder. The discussion following this song could include the feelings of the students when they hear the paradox in the song.	3. Recording, "Silent Night and the Seven O'Clock News" by Simon and Garfunkel from their album Parsley, Sage, Rosemary, and Thyme Record player
ges.	4. The class can work in small groups or individually to make collages on forms of violence. The students could explain their collages to the class and tell why a picture or symbol they chose depicts violence.	4. Magazines, newspapers, paper, glue, scissors, paint, brushes

OBJECTIVE 1. After completing this unit the student will show his understand
Violence?" by his ability to define and give examples of violen

ACTIVITY	CONTENT
5. Listen and react to speakers on violence.	5. In addition to printed materials, people are resources from which students can obtain information. In planning for a speaker, a student can make the contact by phone, letter, or in person. Some students can raise questions they want answered about this person's ideas on violence. These questions can be written out and sent to the speaker ahead of time. The speaker can discuss his role and its relationship to violence. The next day the students could evaluate the experience and write thank-you letters. Some suggestions are: a. Aide who works in emergency ward at hospital b. Policeman c. Parent who has served on jury duty d. Newspaper reporter e. Psychologist f. Veteran g. Politician h. Lawyer i. Judge j. Chief of police k. Mayor

fter completing this unit the student will show his understanding of "Why iolence?" by his ability to define and give examples of violence.

CONTENT

MATERIALS

5. In addition to printed materials, people are resources from which students can obtain information. In planning for a speaker, a student can make the contact by phone, letter, or in person. Some students can raise questions they want answered about this person's ideas on violence. These questions can be written out and sent to the speaker ahead of time. The speaker can discuss his role and its relationship to violence. The next day the students could evaluate the experience and write thank-you letters.

Some suggestions are:

a. Aide who works in emergency ward at hospital
b. Policeman
c. Parent who has served on jury duty
d. Newspaper reporter
e. Psychologist
f. Veteran
g. Politician
h. Lawyer
i. Judge
j. Chief of police
k. Mayor

OBJECTIVE 1. After completing this unit the student will show his understandin
Violence?" by his ability to define and give examples of violence

ACTIVITY	CONTENT	
6. Set up a bulletin board.	6. The students can bring pictures and articles from newspapers and magazines which are related to violence. Perhaps a part of every day could be devoted to discussing the different types of violence depicted in these articles and pictures before putting them on the bulletin board. Different individuals could be made responsible for bringing the articles to class.	6.
7. Give examples of violence on TV.	7. This activity can be used to help students become aware of the violence they view on TV by giving examples of some violent incidents they have seen. Some questions they could think about are: a. How often do you see violence on TV? b. Do you think of those situations as being real? c. How do you feel when you see violent scenes on TV? d. How would you feel if something similar happened to someone you know?	
8. Check Point.	8. What evidence do you have that your students are able to define and give examples of violence?	

ter completing this unit the student will show his understanding of "Why olence?" by his ability to define and give examples of violence.

CONTENT	MATERIALS
6. The students can bring pictures and articles from newspapers and magazines which are related to violence. Perhaps a part of every day could be devoted to discussing the different types of violence depicted in these articles and pictures before putting them on the bulletin board. Different individuals could be made responsible for bringing the articles to class.	6. Newspapers, magazines, scissors, bulletin board, pins, or thumbtacks
7. This activity can be used to help students become aware of the violence they view on TV by giving examples of some violent incidents they have seen. Some questions they could think about are: a. How often do you see violence on TV? b. Do you think of those situations as being real? c. How do you feel when you see violent scenes on TV? d. How would you feel if something similar happened to someone you know?	
8. What evidence do you have that your students are able to define and give examples of violence?	

OBJECTIVE 2. After completing this unit the student will show his understand
Violence?" by his ability to discuss the kinds and uses of viole
past and present.

ACTIVITY	CONTENT	
1. Read "Violence in the Past."	1. The story in the Student Book describes a situation which took place in 1770. At that time the colonists were protesting the taxes placed upon the colonies by the English Parliament without their consent. The soldiers in the story are British, and the citizens are the American colonists. You may want to note that one of the citizens to die in this act of dissent against Britain was a Negro slave, Crispus Attucks. After the students have read the story and discussed the questions, tell them the date and discuss the possible causes for the incident.	1.
2. Violence in the news.	2. The students may react to headlines on the student page. Some of the questions they may discuss are: a. What kinds of violence are these headlines referring to? b. How do you feel about these violent acts? c. When could this violence have occurred? In the past, the present, or both? Can it happen in the future? d. How much violence do you see in the daily newspapers? e. How do you feel when you read about acts of violence? f. Do you think violence will always be part of our society?	2.

fter completing this unit the student will show his understanding of "Why olence?" by his ability to discuss the kinds and uses of violence in the st and present.

	CONTENT	MATERIALS
e	1. The story in the Student Book describes a situation which took place in 1770. At that time the colonists were protesting the taxes placed upon the colonies by the English Parliament without their consent. The soldiers in the story are British, and the citizens are the American colonists. You may want to note that one of the citizens to die in this act of dissent against Britain was a Negro slave, Crispus Attucks. After the students have read the story and discussed the questions, tell them the date and discuss the possible causes for the incident.	1. "Violence in the Past," page 105 of Student Book.
	2. The students may react to headlines on the student page. Some of the questions they may discuss are: a. What kinds of violence are these headlines referring to? b. How do you feel about these violent acts? c. When could this violence have occurred? In the past, the present, or both? Can it happen in the future? d. How much violence do you see in the daily newspapers? e. How do you feel when you read about acts of violence? f. Do you think violence will always be part of our society?	2. Pencil, paper, page 106 of Student Book

OBJECTIVE 2. After completing this unit the student will show his understa
Violence?" by his ability to discuss the kinds and uses of v
past and present.

ACTIVITY	CONTENT
3. Discuss "Quotations Dealing with Violence."	3. The class can discuss the statements in the Student Book which deal with violence. The following questions can be used as a basis for discussion: a. How do you feel about the statement? b. How may the statement affect your life? c. What is the statement saying about the nature or use of violence? d. Do you feel man will always use violence? Why or why not?
4. Read and answer the questions about "Lucy L."	4. The editor of the book in which Lucy L.'s writing appears, feels strongly that the children of the ghetto, if given the chance and an open climate for writing, have a tremendous amount to say and are anxious to speak. After the class reads Lucy L.'s writing and discusses its significance, some may want to express their own feelings about violence through a poem, a story, or dramatization.
5. Study newspapers, magazines, FBI and police reports.	5. Students can begin to think of the kinds and uses of violence. The teacher either can provide articles and reports for the students to study or plenty of newspapers and magazines to find articles concerning violence. The class can discuss the articles and reports and discover some of the different kinds of violence and the different issues.

er completing this unit the student will show his understanding of "Why lence?" by his ability to discuss the kinds and uses of violence in the : and present.

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CONTENT	MATERIALS
3. The class can discuss the statements in the Student Book which deal with violence. The following questions can be used as a basis for discussion: a. How do you feel about the statement? b. How may the statement affect your life? c. What is the statement saying about the nature or use of violence? d. Do you feel man will always use violence? Why or why not?	3. "Quotations Dealing with Violence," page 107 of Student Book
4. The editor of the book in which Lucy L.'s writing appears, feels strongly that the children of the ghetto, if given the chance and an open climate for writing, have a tremendous amount to say and are anxious to speak. After the class reads Lucy L.'s writing and discusses its significance, some may want to express their own feelings about violence through a poem, a story, or dramatization.	4. "Lucy L." page 108 of Student Book, from The Me Nobody Knows edited by Stephen M. Joseph, 1969, page 105, Avon Books, 959 Eighth Ave., New York, N.Y.
5. Students can begin to think of the kinds and uses of violence. The teacher either can provide articles and reports for the students to study or plenty of newspapers and magazines to find articles concerning violence. The class can discuss the articles and reports and discover some of the different kinds of violence and the different issues.	5. Newspapers, magazines, The City Annual Police Report, almanacs

OBJECTIVE 2. After completing this unit the student will show his understar Violence?" by his ability to discuss the kinds and uses of vic past and present.

ACTIVITY	CONTENT
5. Study newspapers, magazines, FBI and police reports. (continued)	Possible discussion questions: a. How does the violence in the articles and reports make you feel? b. What kind of violence is it? c. How was it used? d. What are some things this person could have done without using violence? e. How do you think you would have acted in this situation?
6. Present individual or small group reports on incidents of violence in America.	6. Individuals or small groups can make written and/or oral reports on incidents of violence in America. Historical violence as well as more contemporary violent acts can serve as report topics. The reports need not be lengthy, but they should relate the highlights of the incident and its significance in our history. Some possible report topics are: Stamp Act Riot - 1765 Boston Massacre - 1770 Frontier Violence Vigilante Violence - 1830's to 1880's John Brown's Raid at Harper's Ferry - 1859 New York Draft Riots - 1863 Pickett's Charge at Gettysburg - 1863 East St. Louis Race Riot - 1917 Presidential Assassinations - 1865, 1881, 1901, 1963 Watts Riot - 1965 Martin Luther King Assassination - 1968 The Vietnam War

ter completing this unit the student will show his understanding of "Why olence?" by his ability to discuss the kinds and uses of violence in the st and present.

CONTENT	MATERIALS
Possible discussion questions: a. How does the violence in the articles and reports make you feel? b. What kind of violence is it? c. How was it used? d. What are some things this person could have done without using violence? e. How do you think you would have acted in this situation?	
6. Individuals or small groups can make written and/or oral reports on incidents of violence in America. Historical violence as well as more contemporary violent acts can serve as report topics. The reports need not be lengthy, but they should relate the highlights of the incident and its significance in our history. Some possible report topics are: Stamp Act Riot - 1765 Boston Massacre - 1770 Frontier Violence Vigilante Violence - 1830's to 1880's John Brown's Raid at Harper's Ferry - 1859 New York Draft Riots - 1863 Pickett's Charge at Gettysburg - 1863 East St. Louis Race Riot - 1917 Presidential Assassinations - 1865, 1881, 1901, 1963 Watts Riot - 1965 Martin Luther King Assassination - 1968 The Vietnam War	6. Encyclopedias, history books A recommended reference is The History of Violence in America by Hugh Graham and Ted Gurr. Bantam Books, 1969.

OBJECTIVE 2. After completing this unit the student will show his understand Violence?" by his ability to discuss the kinds and uses of viol past and present.

ACTIVITY	CONTENT	
7. Use art forms to express kinds and uses of violence.	7. Some students might be interested in creating and expressing their feelings and/or opinions of violence through clay models, cartoons, collages, paintings, etc. These can be presented to the class as the students complete them.	7
8. Read and react to "Violence in the Present."	8. Students should react to the incidents listed in this account of violence. Questions: a. What are the kinds of violence mentioned? b. What are the uses of violence in these situations? c. How do you feel when you read about these incidents? d. What can you do about these incidents?	8
9. Write answers to open-ended questions about war.	9. The teacher can present the following questions to the students. It is important that the class understand there are no right or wrong answers. a. What is war? b. Why do we have war? c. Things that worry me about war are ... d. If I were President, I would ... The students may choose one of the following and tell some reasons why it might be true: a. In a war, one side wins and the other side loses b. In a war, neither side wins, but both sides lose c. In a war, neither side loses, but both sides win	
10. Check Point.	10. What evidence do you have that the students are able to discuss the kinds and uses of violence in the past and present?	

After completing this unit the student will show his understanding of "Why Violence?" by his ability to discuss the kinds and uses of violence in the past and present.

CONTENT	MATERIALS
7. Some students might be interested in creating and expressing their feelings and/or opinions of violence through clay models, cartoons, collages, paintings, etc. These can be presented to the class as the students complete them.	7. Various materials for individual projects
8. Students should react to the incidents listed in this account of violence. Questions: a. What are the kinds of violence mentioned? b. What are the uses of violence in these situations? c. How do you feel when you read about these incidents? d. What can you do about these incidents?	8. "Violence in the Present," page 110 of Student Book
9. The teacher can present the following questions to the students. It is important that the class understand there are no right or wrong answers. a. What is war? b. Why do we have war? c. Things that worry me about war are ... d. If I were President, I would ... The students may choose one of the following and tell some reasons why it might be true: a. In a war, one side wins and the other side loses. b. In a war, neither side wins, but both sides lose. c. In a war, neither side loses, but both sides win.	
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OBJECTIVE 3. After completing this unit the student will show his understanc
Violence?" by his ability to discuss some possible causes of vi

ACTIVITY	CONTENT	
1. View and discuss film "Mr. Johnson's Had the Course." 27 minutes - color	1. Synopsis: Johnson, a college student about to lose his student draft deferment, demands a passing grade at gunpoint. The professor's understanding and compassion overcome the boy's violence, but too late to save him. This activity lets the student view the causes that lead to violence, the effects of violence and the alternatives to violence. Possible questions for discussion are included in the study guide with the film. The students might also consider the needs, resources (self), and immediate physical setting (place) of the persons involved.	1
2. Dramatize newscast and discuss causes of news incidents.	2. Newscasts objectively report an incident and do not always tell the reasons why a person or a group might have acted the way it did. Students can either dramatize a present-day news report describing recent violent and aggressive acts or a news report which describes historical acts of violence. Their reports will only give the facts and the description of the event. After the presentation, the class can try to determine some possible causes for each violent action reported, using the causal approach. At the end of this discussion, the teacher should point out that on the basis of the information they have available they probably do not know the real cause.	

nd fter completing this unit the student will show his understanding of "Why vi iolence?" by his ability to discuss some possible causes of violence.

	CONTENT	MATERIALS
1 's se." color	1. Synopsis: Johnson, a college student about to lose his student draft deferment, demands a passing grade at gunpoint. The professor's understanding and compassion overcome the boy's violence, but too late to save him. This activity lets the student view the causes that lead to violence, the effects of violence and the alternatives to violence. Possible questions for discussion are included in the study guide with the film. The students might also consider the needs, resources (self), and immediate physical setting (place) of the persons involved.	1. Film, "Mr. Johnson's Had the Course" Available from: Paulist Prods., 17575 Pacific Coast Highway, Pacific Palisades, California 90272 Film projector, screen
es	2. Newscasts objectively report an incident and do not always tell the reasons why a person or a group might have acted the way it did. Students can either dramatize a present-day news report describing recent violent and aggressive acts or a news report which describes historical acts of violence. Their reports will only give the facts and the description of the event. After the presentation, the class can try to determine some possible causes for each violent action reported, using the causal approach. At the end of this discussion, the teacher should point out that on the basis of the information they have available they probably do not know the real cause.	

OBJECTIVE 3. After completing this unit the student will show his unders
Violence?" by his ability to discuss some possible causes o

ACTIVITY	CONTENT
3. Tabulate and discuss the amount of violence on TV and in the movies.	3. The amount of violence on television and in the movies is thought by some to be a negative influence in our society. These people feel that violence on the screen is depicted as a way of life and that it may cause people to become hardened to it. Studies have shown that in the early evening hours, when an estimated 26,000,000 children were watching television, violent incidents occurred every 16 minutes, with a murder occurring every 33 minutes. In one week, mostly in children's viewing time, one station showed 334 completed or attempted killings. The several channels in one large city showed 7,800 acts of violence in one week and over 1,000 threats of violence. After presenting this information to the class, the following questions can be discussed: a. How much violence do you think is shown on television and in the movies? b. What effect do you think the violence on television and in the movies has had on our society's attitude toward violence? c. Do you think seeing a violent act on television or in a movie might cause someone to behave in a violent manner? Why or why not?

After completing this unit the student will show his understanding of "Why Violence?" by his ability to discuss some possible causes of violence.

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   After presenting this information to the class, the following questions can be discussed:

   a. How much violence do you think is shown on television and in the movies?
   b. What effect do you think the violence on television and in the movies has had on our society's attitude toward violence?
   c. Do you think seeing a violent act on television or in a movie might cause someone to behave in a violent manner? Why or why not?

OBJECTIVE 3. After completing this unit the student will show his understand
Violence?" by his ability to discuss some possible causes of vi

ACTIVITY	CONTENT
3. Tabulate and discuss the amount of violence on TV and in the movies. (continued)	A follow-up activity can be a tabulation of the amount of violence on television or in the movies. Each TV channel in the area could be assigned to individuals or small groups. For two or three evenings, they can keep a record of the number of violent acts shown and report back to the class.
4. Discuss "Counter-Violence" as a possible cause of violence.	4. Some individuals are critical of the way in which counter-violence (answering violence with violence) is used to control violent actions. Dr. Ross Parke in association with Dr. Leonard Berkowitz has done extensive research at the University of Wisconsin in the causes of aggression and violence. Dr. Parke feels that, when armed police are brought in to control demonstrations on a college campus, they tend to incite additional violence from the students. An armed force seems to make the former nonparticipant violent. He feels that in campus disorders we should send in citizen's committees and unarmed men. Response to the aggression in the demonstration should be to work out better ways to handle grievances rather than to use more aggression and violence. After you have told your class about Parke's theories, let the students react to these ideas that armed police incite additional violence and that in campus disorders unarmed citizen's committees should be sent to the college to deal with the situation.

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   After you have told your class about Parke's theories, let the students react to these ideas that armed police incite additional violence and that in campus disorders unarmed citizen's committees should be sent to the college to deal with the situation.

OBJECTIVE 3. After completing this unit the student will show his underst
Violence?" by his ability to discuss some possible causes of

ACTIVITY	CONTENT
5. Create an environment of frustration.	5. The class may set up an artificial atmosphere of discrimination within the classroom so that the students may feel how frustration can anger a person to a point of violent reaction. Specific characteristics which would serve as a basis for discrimination may be chosen by the class (e.g., brown eyes, blond hair, freckles, blue shirts). The students who play the role of those discriminated against can be denied simple privileges, made to sit in the back of the room, not allowed to participate in class discussion, and subjected to similar actions which deny them self-worth and acceptance. After a day or two, the groups can alternate so that the roles are reversed. The class can discuss the following questions: a. How did you feel when you were discriminated against by the others in your class? b. How did you react to the frustration you may have felt? c. How might a person react when he repeatedly feels this frustration? Why? d. What can each of us do to alleviate the causes of this frustration?

After completing this unit the student will show his understanding of "Why Violence?" by his ability to discuss some possible causes of violence.

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   a. How did you feel when you were discriminated against by the others in your class?
   b. How did you react to the frustration you may have felt?
   c. How might a person react when he repeatedly feels this frustration? Why?
   d. What can each of us do to alleviate the causes of this frustration?

OBJECTIVE 3. After completing this unit the student will show his understandi
Violence?" by his ability to discuss some possible causes of vio

ACTIVITY	CONTENT	
6. View and discuss the film "Chicago 1968- Rights in Conflict." 15 minutes- color	6. Synopsis: This film is a recap of the violence which came to a full boil in Chicago in August, 1968, during the Democratic National Convention. It demonstrates how mounting pressures transformed protest into open conflict. The confusion, the powers that came into play, the desperation of some of those involved, the agitators, the spectators, and the security maneuvers all contributed to a warlike atmosphere. A point to talk about is that violence can hit every sector of society. Accompanying the film is a study guide which would be helpful in class discussion.	6.
7. Discuss "Causes of Violence."	7. This student page has three persons' ideas about some causes of violence. Students can discuss the ideas and react to the questions.	7.
8. Participate in a debate on gun legislation.	8. There is great concern in America today over whether or not there should be gun control legislation. Students can research the situation and choose which side of the debate they would like to support. The class can decide which side wins the debate on the basis of the evidence presented. In the debate, the students can consider how the presence of a gun affects the behaviors of the person who has a gun and the person who does not. What could be the result of a violent disagreement between two or more people if no guns were at hand?	

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CONTENT	MATERIALS
6. Synopsis: This film is a recap of the violence which came to a full boil in Chicago in August, 1968, during the Democratic National Convention. It demonstrates how mounting pressures transformed protest into open conflict. The confusion, the powers that came into play, the desperation of some of those involved, the agitators, the spectators, and the security maneuvers all contributed to a warlike atmosphere. A point to talk about is that violence can hit every sector of society. Accompanying the film is a study guide which would be helpful in class discussion.	6. Film, "Chicago 1968-Rights in Conflict" Available from: Steck-Vaughn Co., Austin, Texas 78767 Projector, screen
7. This student page has three persons' ideas about some causes of violence. Students can discuss the ideas and react to the questions.	7. "Causes of Violence," page 111 of Student Book
8. There is great concern in America today over whether or not there should be gun control legislation. Students can research the situation and choose which side of the debate they would like to support. The class can decide which side wins the debate on the basis of the evidence presented. In the debate, the students can consider how the presence of a gun affects the behaviors of the person who has a gun and the person who does not. What could be the result of a violent disagreement between two or more people if no guns were at hand?	

OBJECTIVE 3. After completing this unit the student will show his understa
Violence?" by his ability to discuss some possible causes of

ACTIVITY	CONTENT
9. Discuss "A Violent Death."	9. Students can discuss this incident in small groups or individually and then as a class. This is a real case which occurred in Cleveland, Ohio, on November 16, 1970. Available information has indicated that no one in particular hated or disliked Joe. Police believe that some boys asked Joe to steal medicine from his father's drug store, where he worked after school. When Joe refused to get them the medicine, they killed him.
10. Discuss mobility as a possible cause of violence.	10. The teacher may discuss with the class the increased amount of mobility in America today and how this may affect those that move from place to place. Fifty years ago most people lived in the same area all of their lives. They may have known most of the people in their neighborhood and lived close to their relatives and friends. But today more people are moving away from their families and friends for many reasons. Sometimes they do not know their new neighbors and may seldom see their relatives. The class may discuss the following questions about mobility and its effects:

After completing this unit the student will show his understanding of "Why Violence?" by his ability to discuss some possible causes of violence.

CONTENT

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    The class may discuss the following questions about mobility and its effects:

MATERIALS

9. Page 112 of Student Book, paper and pencil

OBJECTIVE 3. After completing this unit the student will show his understan
Violence?" by his ability to discuss some possible causes of v

ACTIVITY	CONTENT
10. Discuss mobility as a possible cause of violence. (continued.)	a. How might these conditions affect the way a person feels about other people? About himself? b. How might each of these conditions affect a person's ability to satisfy his need for love, belonging, and security? c. Compare an argument with a neighbor 50 years ago with an argument today. How might your reaction be similar? How might it be different? d. Some people have said that rootlessness and alienation have added to the amount of violence. Discuss why this may or may not be true.
11. Play a game to understand causes of aggressive feelings.	11. The class can participate in two games which will help generate an understanding of the feelings which may lead a person to an act of aggression or violence. In both games the students make posters and collages to display to the entire school. In Game I students make posters to illustrate the kinds of violence in our society, working in pairs, small groups, or individually. Everyone's poster is displayed. The teacher encourages everyone to share ideas and help one another. In Game II the students work individually, making posters on the causes of violence. Limit the materials, give a prize for the best poster, set a time limit for completion, and display only three posters.

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ence?" by his ability to discuss some possible causes of violence.

CONTENT	MATERIALS
a. How might these conditions affect the way a person feels about other people? About himself? b. How might each of these conditions affect a person's ability to satisfy his need for love, belonging, and security? c. Compare an argument with a neighbor 50 years ago with an argument today. How might your reaction be similar? How might it be different? d. Some people have said that rootlessness and alienation have added to the amount of violence. Discuss why this may or may not be true.	
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OBJECTIVE 3. After completing this unit the student will show his unders
Violence" by his ability to discuss some possible causes of

ACTIVITY	CONTENT
11. Play a game to understand causes of aggressive feelings. (continued)	11. A few students can observe both games and record the number of hostile or aggresstive actions or statements. Hopefully, the observers will see more hostility during Game II because of the tense atmosphere created by rigid competition, scarcity of materials, and lack of interaction among individuals. The class should be aware ahead of time of the conditions required for both games. Let them discover the feelings induced by each situation before the reasons for these conditions are explained. As a follow-up the class may discuss these questions: a. What did the observers see during each game b. In which game did you have more angry or hostile feelings? Why may you have felt this way? c. How did you feel in each game? d. Which game did you like better and why do you suppose you chose it? e. Sometimes a person damages someone else's work in order to win the prize. Have you ever felt like doing that?
12. Check Point.	12. What evidence do you have that students are able to discuss some possible causes of violence?

After completing this unit the student will show his understanding of "Why Violence" by his ability to discuss some possible causes of violence.

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MATERIALS

11. A few students can observe both games and record the number of hostile or aggresstive actions or statements. Hopefully, the observers will see more hostility during Game II because of the tense atmosphere created by rigid competition, scarcity of materials, and lack of interaction among individuals.

    The class should be aware ahead of time of the conditions required for both games. Let them discover the feelings induced by each situation before the reasons for these conditions are explained.

    As a follow-up the class may discuss these questions:

    a. What did the observers see during each game?
    b. In which game did you have more angry or hostile feelings? Why may you have felt this way?
    c. How did you feel in each game?
    d. Which game did you like better and why do you suppose you chose it?
    e. Sometimes a person damages someone else's work in order to win the prize. Have you ever felt like doing that?

12. What evidence do you have that students are able to discuss some possible causes of violence?

OBJECTIVE 4. After completing this unit the student will show his understand Violence?" by his ability to describe and analyze the effects persons directly or indirectly involved.

ACTIVITY	CONTENT
1. Read and discuss an article in Newsweek.	1. "Four Random, Pointless Deaths" tells what the four students killed at Kent State University, May 4, 1970, thought about violence. If possible, the teacher should provide copies of the article. If this is not possible, a student or small group can report on the article from a copy of Newsweek. Students can discover from the article how violence affected these four Kent students' opinions and lives. Each one's philosophy of violence should be considered in light of the circumstances surrounding his death.
2. Read and discuss "What Happens Now?"	2. There are two short explanations of acts of violence. The students can read and analyze what the immediate and long-range effects of one act of violence might be, as well as how many people might be affected by it.
3. View and discuss film "Follow the Leader." 23 minutes - B&W	3. "Follow the Leader" explores the happenings in a make-believe children's war game. Stevie is captured by the "enemy" in a deserted amusement part where he is practicing on his clarinet. The captors (pre-teen boys picked from Philadelphia area schools) become so wrapped up in the game that their improvised statements are sometimes frightening and the game itself crosses the borderline of fantasy into a terrible and warlike reality. In this movie we see emotions of kindness and cruelty, love and hate, fear, and a rare kind of

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	CONTENT	MATERIALS
uss	1. "Four Random, Pointless Deaths" tells what the four students killed at Kent State University, May 4, 1970, thought about violence. If possible, the teacher should provide copies of the article. If this is not possible, a student or small group can report on the article from a copy of Newsweek. Students can discover from the article how violence affected these four Kent students' opinions and lives. Each one's philosophy of violence should be considered in light of the circumstances surrounding his death.	1. "Four Random, Pointless Deaths," Newsweek, May 18, 1970, p. 34.
uss	2. There are two short explanations of acts of violence. The students can read and analyze what the immediate and long-range effects of one act of violence might be, as well as how many people might be affected by it.	2. "What Happens Now?" page 113 of Student Book, paper and pencil
uss B&W	3. "Follow the Leader" explores the happenings in a make-believe children's war game. Stevie is captured by the "enemy" in a deserted amusement part where he is practicing on his clarinet. The captors (pre-teen boys picked from Philadelphia area schools) become so wrapped up in the game that their improvised statements are sometimes frightening and the game itself crosses the borderline of fantasy into a terrible and warlike reality. In this movie we see emotions of kindness and cruelty, love and hate, fear, and a rare kind of	3. Film, "Follow the Leader" Available from: Carousel Films, Inc., 1501 Broadway, New York, N.Y. 10036 Film projector, screen

OBJECTIVE 4. After completing this unit the student will show his understa
Violence?" by his ability to describe and analyze the effects
persons directly or indirectly involved.

ACTIVITY	CONTENT
3. View and discuss film "Follow the Leader." 23 minutes - B&W (continued)	courage when Stevie refuses to play the game. The class may be concerned with the seeming unreality of the film. A discussion based on the questions will help them see the significance of the film to the objective. a. What were Stevie's needs in the film? b. What were his captor's needs? c. What emotions were displayed in the film? d. What were the effects of the war games on Stevie? e. What were the effects of the war games on his captors? f. Why would boys play a game such as this? g. How would you behave if you were Stevie in the film? h. How do you feel about the game that was played?
4. Study the physical effects of seeing violence.	4. While viewing a violent scene in a television program or a film, students can study the effects of seeing violence on themselves and others. The class can divide so that each student watching the scene will have one person observing him. The TV viewing might best be be done in the evening with two students working together. Physical observations might include: a. Pulse rate b. Change of complexion color c. Perspiration d. Muscle twitching

fter completing this unit the student will show his understanding of "Why iolence?" by his ability to describe and analyze the effects of violence on ersons directly or indirectly involved.

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courage when Stevie refuses to play the game. The class may be concerned with the seeming unreality of the film. A discussion based on the questions will help them see the significance of the film to the objective.

a. What were Stevie's needs in the film?
b. What were his captor's needs?
c. What emotions were displayed in the film?
d. What were the effects of the war games on Stevie?
e. What were the effects of the war games on his captors?
f. Why would boys play a game such as this?
g. How would you behave if you were Stevie in the film?
h. How do you feel about the game that was played?

4. While viewing a violent scene in a television program or a film, students can study the effects of seeing violence on themselves and others. The class can divide so that each student watching the scene will have one person observing him. The TV viewing might best be be done in the evening with two students working together. Physical observations might include:

    a. Pulse rate
    b. Change of complexion color
    c. Perspiration
    d. Muscle twitching

4. Television or film which has violent scenes (e.g., western, detective, gangster)

OBJECTIVE 4. After completing this unit the student will show his understandi
Violence?" by his ability to describe and analyze the effects of
persons directly or indirectly involved.

ACTIVITY	CONTENT
4. Study the physical effects of seeing violence. (continued)	e. Tenseness f. Facial movements g. Body movements h. Verbal sounds i. Eye movements j. Change in posture k. Attentiveness For each item observed, the observer should note his subject's reaction before the viewing, during a violent scene, and possibly during a comical scene in order to have a point of comparison. The students can make their own observation sheets and discuss their findings with the class. The room should not be completely darkened for the film because the students are making observations. The class can discuss these questions: a. If you observed a change, why might it have occurred? b. Why might out bodies react physically to violence? c. How does the change in your body made you feel?

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ce?" by his ability to describe and analyze the effects of violence on
s directly or indirectly involved.

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e. Tenseness
f. Facial movements
g. Body movements
h. Verbal sounds
i. Eye movements
j. Change in posture
k. Attentiveness

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a. If you observed a change, why might it have occurred?
b. Why might out bodies react physically to violence?
c. How does the change in your body made you feel?

OBJECTIVE 4. After completing this unit the student will show his underst
Violence?" by his ability to describe and analyze the effect
persons directly or indirectly involved.

ACTIVITY	CONTENT
5. Discuss the effects of violent incidents reported in the mass media.	5. Individuals or small groups can gather articles on violent incidents from newspapers, magazines, or news reports on radio or television. The students then report the incidents to the class. Following a discussion of the effects of the violence on those directly and indirectly involved in the reported incident, the discussion can center on how reading, seeing, or hearing about violent acts affects people. Suggested discussion questions: a. What probably caused the violent situation? b. How many people were directly involved in the violence? How did the violence affect them? c. How many people were indirectly involved in the violence? How did the violence affect them? d. What effect do you think seeing, reading, or hearing about violent acts has on people? e. How might a violent act affect you? f. When might a person imitate a violent act he has read about or has seen on television?

After completing this unit the student will show his understanding of "Why Violence?" by his ability to describe and analyze the effects of violence on persons directly or indirectly involved.

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CONTENT

5. Individuals or small groups can gather articles on violent incidents from newspapers, magazines, or news reports on radio or television. The students then report the incidents to the class.

Following a discussion of the effects of the violence on those directly and indirectly involved in the reported incident, the discussion can center on how reading, seeing, or hearing about violent acts affects people.

Suggested discussion questions:

a. What probably caused the violent situation?
b. How many people were directly involved in the violence? How did the violence affect them?
c. How many people were indirectly involved in the violence? How did the violence affect them?
d. What effect do you think seeing, reading, or hearing about violent acts has on people?
e. How might a violent act affect you?
f. When might a person imitate a violent act he has read about or has seen on television?

MATERIALS

5. Newspapers, magazine articles, radio and television news broadcasts

OBJECTIVE 4. After completing this unit the student will show his understan Violence?" by his ability to describe and analyze the effects persons directly or indirectly involved.

ACTIVITY	CONTENT
6. Discuss the effects of war.	6. Whatever the reasons for war, its death and destruction make it a form of violence. Most Americans can directly or indirectly feel the effects of our present war in Vietnam. The class can discuss the effects of this war on the following: a. Vietnamese citizens (North and South) b. Vietnamese land and property c. American soldiers in combat d. American taxpayers e. American citizens (politicians, parents, students, etc.) f. World opinions g. Wounded veterans h. Inflation i. Wives, parents, and friends of soldiers j. Morale of soldiers The teacher might ask the class: a. Do you directly feel all these effects? Why or why not? b. How do you feel when you hear about the number of American soldiers killed? The number of Vietnamese people killed? c. Why is this war so controversial among Americans? d. How do you think the Vietnamese people feel when they see their people and land destroyed by war? How does this differ from how you feel as an American? Why may your feeling be different? The same?

completing this unit the student will show his understanding of "Why
nce?" by his ability to describe and analyze the effects of violence on
ns directly or indirectly involved.

CONTENT MATERIALS

6. Whatever the reasons for war, its death and destruction make it a form of violence. Most Americans can directly or indirectly feel the effects of our present war in Vietnam.

   The class can discuss the effects of this war on the following:

   a. Vietnamese citizens (North and South)
   b. Vietnamese land and property
   c. American soldiers in combat
   d. American taxpayers
   e. American citizens (politicians, parents, students, etc.)
   f. World opinions
   g. Wounded veterans
   h. Inflation
   i. Wives, parents, and friends of soldiers
   j. Morale of soldiers

   The teacher might ask the class:

   a. Do you directly feel all these effects? Why or why not?
   b. How do you feel when you hear about the number of American soldiers killed? The number of Vietnamese people killed?
   c. Why is this war so controversial among Americans?
   d. How do you think the Vietnamese people feel when they see their people and land destroyed by war? How does this differ from how you feel as an American? Why may your feeling be different? The same?

OBJECTIVE 4. After completing this unit the student will show his understa Violence?" by his ability to describe and analyze the effect persons directly or indirectly involved.

ACTIVITY	CONTENT
7. Read song "Outside of a Small Circle of Friends."	7. Through this satirical song Phil Ochs expresses a protest against the apathy of people in society, their noninvolvement, and their attitude of "look out for myself." Is it possible that such attitudes could lead to more violence? The song can be read to the class by a student. A recording of this song is also available on the second Phil Ochs record album. Some students may want to listen to the album instead of reading it. A few students may want to dramatize the song, use it for a choral reading, record it on tape, or illustrate it.
8. Read and discuss "And They Watched."	8. "And They Watched" describes a true and shockin incident which occurred in Cleveland, Ohio, on June 29, 1970. It leads to an examination of reasons why violent acts are permitted to occur After reading the account of this incident and discussing the questions, members of the class can relate some of their own similar experiences or those of other people they know. Further discussion of the incident can be developed around the following questions: a. How do you feel when you read or hear about a case like this? b. Who do you think was really to blame for this situation? c. What might this incident do to Michael's feelings about other people?

fter completing this unit the student will show his understanding of "Why iolence?" by his ability to describe and analyze the effects of violence on ersons directly or indirectly involved.

Y	CONTENT	MATERIALS
f a e "	7. Through this satirical song Phil Ochs expresses a protest against the apathy of people in society, their noninvolvement, and their attitude of "look out for myself." Is it possible that such attitudes could lead to more violence? The song can be read to the class by a student. A recording of this song is also available on the second Phil Ochs record album. Some students may want to listen to the album instead of reading it. A few students may want to dramatize the song, use it for a choral reading, record it on tape, or illustrate it.	7. Song, "Outside of a Small Circle of Friends," by Phil Ochs, page 114 of Student Book Record player
scuss	8. "And They Watched" describes a true and shocking incident which occurred in Cleveland, Ohio, on June 29, 1970. It leads to an examination of reasons why violent acts are permitted to occur. After reading the account of this incident and discussing the questions, members of the class can relate some of their own similar experiences or those of other people they know. Further discussion of the incident can be developed around the following questions: a. How do you feel when you read or hear about a case like this? b. Who do you think was really to blame for this situation? c. What might this incident do to Michael's feelings about other people?	8. "And They Watched," page 115 of Student Book, paper and pencil

OBJECTIVE 4. After completing this unit the student will show his understandi
Violence?" by his ability to describe and analyze the effects of
persons directly or indirectly involved.

ACTIVITY	CONTENT
9. Read the story "The Wasteland" by Alan Paton.	9. This story is a vivid description of the feelings and sensations one has and the decisions one makes when faced with danger and violence. "The Wasteland" tells of a premeditated robbery and the resulting chase. In the end, one of the pursuers is killed. The story may be presented to the class by tape or read from the book. (A tape of the story would add to the suspense and possibly increase understanding.) The students should discuss their feelings while they read the story and also raise questions about the possible feelings of the man being chased. Possible questions for discussion: a. What happened to the man being chased? b. Why do you think the boys were chasing him? c. What needs might the boys have been trying to satisfy? d. What were the effects of the attempted robbery on the man being chased? On the boys chasing him? e. How do you think the boys felt when they discovered that the injured person was their friend?
10. Check Point.	10. What evidence do you have that students are able to describe and analyze the effects of violence on persons directly or indirectly involved?

er completing this unit the student will show his understanding of "Why lence?" by his ability to describe and analyze the effects of violence on sons directly or indirectly involved.

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CONTENT

9. This story is a vivid description of the feelings and sensations one has and the decisions one makes when faced with danger and violence. "The Wasteland" tells of a premeditated robbery and the resulting chase. In the end, one of the pursuers is killed.

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   The students should discuss their feelings while they read the story and also raise questions about the possible feelings of the man being chased. Possible questions for discussion:

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   b. Why do you think the boys were chasing him?
   c. What needs might the boys have been trying to satisfy?
   d. What were the effects of the attempted robbery on the man being chased? On the boys chasing him?
   e. How do you think the boys felt when they discovered that the injured person was their friend?

10. What evidence do you have that students are able to describe and analyze the effects of violence on persons directly or indirectly involved?

MATERIALS

9. "The Wasteland,"
   in Forces
   Action Series,
   Available from:
   Houghton Mifflin,
   110 Tremont St.,
   Boston, Massachusetts 02107

   Tape recorder

OBJECTIVE 5. After completing this unit the student will show his underst
Violence?" by his ability to list alternatives to violence.

ACTIVITY	CONTENT
1. View the film "Mr. Johnson's Had the Course." 27 minutes - color	1. If you have not already shown this film, you may want to use it to discover possible alternatives to violence.
2. Read and discuss "Two Men and Violence."	2. There are situations that deal with violence and alternatives to it. In one instance the man attempts to solve a problem by using violence, and in the other the man decides against becoming violent. Students can consider possible alternatives to violence in each case.
3. Read and discuss "Violence in a Labor Dispute."	3. Discussion of the causes of the violence and the needs of the truckers will lead the class to suggest effects of and alternatives to the violence that took place. Stress possible alternative methods that could have prevented the violent acts.

ter completing this unit the student will show his understanding of "Why olence?" by his ability to list alternatives to violence.

	CONTENT	MATERIALS
s e." color	1. If you have not already shown this film, you may want to use it to discover possible alternatives to violence.	1. Film, "Mr. Johnson's Had the Course" Available from: Paulist Prods., 17575 Pacific Coast Highway, Pacific Palisades, Calif. 90272 Projector, screen
uss	2. There are situations that deal with violence and alternatives to it. In one instance the man attempts to solve a problem by using violence, and in the other the man decides against becoming violent. Students can consider possible alternatives to violence in each case.	2. "Two Men and Violence," page 116 of Student Book
uss a ."	3. Discussion of the causes of the violence and the needs of the truckers will lead the class to suggest effects of and alternatives to the violence that took place. Stress possible alternative methods that could have prevented the violent acts.	3. "Violence in a Labor Dispute," page 117 of Student Book

OBJECTIVE 5. After completing this unit the student will show his understand
Violence?" by his ability to list alternatives to violence.

ACTIVITY	CONTENT	
4. Read and discuss "Some Alternatives to Violence."	4. Students have the opportunity to consider and explain some possible alternatives to violence. Some students may feel that the items listed are not really alternatives. Encourage the students to suggest and explain other alternatives that may not be listed.	4
5. Read and react to "How Effective Are Existing Ideals and Institutions?"	5. Students can be assigned one or two of these items from the Student Book and be divided into groups to discuss the four questions on the page. There is space on the student page for comments on other topics that the students may not have studied.	5
6. Interview adults and peers for opinions on possible alternatives.	6. The students can talk about the possible causes of recent acts of violence in their community or in the nation. Keeping in mind the suggested causes, the class can then suggest alternatives to the violence in each incident. A list of questions about causes and alternatives, such as those listed below, can be used to interview students and adults. Be sure that the persons to be interviewed understand the purpose of the interview. The interviewer should explain the incidents discussed by the class and then ask the questions. Possible questions are: a. What might have caused a person to commit this act of violence? b. What might be the needs of this person(s)?	

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CONTENT	MATERIALS
4. Students have the opportunity to consider and explain some possible alternatives to violence. Some students may feel that the items listed are not really alternatives. Encourage the students to suggest and explain other alternatives that may not be listed.	4. "Some Alternatives to Violence," page 118 of Student Book
5. Students can be assigned one or two of these items from the Student Book and be divided into groups to discuss the four questions on the page. There is space on the student page for comments on other topics that the students may not have studied.	5. "How Effective Are Existing Ideals and Institutions?" page 119 of Student Book
6. The students can talk about the possible causes of recent acts of violence in their community or in the nation. Keeping in mind the suggested causes, the class can then suggest alternatives to the violence in each incident. A list of questions about causes and alternatives, such as those listed below, can be used to interview students and adults. Be sure that the persons to be interviewed understand the purpose of the interview. The interviewer should explain the incidents discussed by the class and then ask the questions. Possible questions are: a. What might have caused a person to commit this act of violence? b. What might be the needs of this person(s)?	

OBJECTIVE 5. After completing this unit the student will show his understa
Violence?" by his ability to list alternatives to violence.

ACTIVITY	CONTENT
6. Interview adults and peers for opinions on possible alternatives. (continued)	c. Do you believe the person thought about the effects of this act on himself and others before he acted? After? d. What else do you think this person could have done? e. If everyone in America understood the frustrations of people who use violence, could violence be ended? f. Will all the possible alternatives to violence eliminate the basic frustration of a person who uses violence? Why or why not? g. Can we end violence without using violence? After the class members have interviewed a few persons, they may report their findings to the class. The class may discuss whether or not the community understands the causal approach in trying to understand why persons use violence.
7. Discuss the criteria for an effective alternative to violence.	7. The class should understand that an alternative which does not satisfy the basic needs of an individual will only continue to cause frustration for him. An alternative must offer a way to meet the needs of an individual in order to be successful in eliminating frustration and possibly preventing violence. Furthermore, one alternative does not meet everyone's needs. Thus, it is important for the class to understand individual needs in determining alternatives.

fter completing this unit the student will show his understanding of "Why iolence?" by his ability to list alternatives to violence.

CONTENT

MATERIALS

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c. Do you believe the person thought about the effects of this act on himself and others before he acted? After?
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OBJECTIVE 5. After completing this unit the student will show his understand
Violence?" by his ability to list alternatives to violence.

ACTIVITY	CONTENT
7. Discuss the criteria for an effective alternative to violence. (continued)	The class may discuss the following questions and situations: a. Suppose you cannot concentrate on your school work because you are tired. If your teacher does not know that your real need is for sleep, she may give you a different assignment or individual attention in order to help you concentrate. Will her alternatives answer your basic need? What can you do to help your teacher understand your need? b. If a person feels he is not loved or has no self-worth, he may feel like committing an act of violence in order to feel important or to release frustration. Will a law which says his action is illegal answer his basic need for love and self-worth? What alternative would you suggest as an answer to his needs? What could you do for him?
8. Check Point.	8. What evidence do you have that students are able to list alternatives to violence?

ter completing this unit the student will show his understanding of "Why olence?" by his ability to list alternatives to violence.

CONTENT

MATERIALS

The class may discuss the following questions and situations:

a. Suppose you cannot concentrate on your school work because you are tired. If your teacher does not know that your real need is for sleep, she may give you a different assignment or individual attention in order to help you concentrate. Will her alternatives answer your basic need? What can you do to help your teacher understand your need?
b. If a person feels he is not loved or has no self-worth, he may feel like committing an act of violence in order to feel important or to release frustration. Will a law which says his action is illegal answer his basic need for love and self-worth? What alternative would you suggest as an answer to his needs? What could you do for him?

8. What evidence do you have that students are able to list alternatives to violence?

CONCLUDING THE UNIT:

ACTIVITY	CONTENT
1. Review objectives for the learner.	1. The class could review the objectives to discover any personal growth and changes in attitudes.
2. Take the post-test.	2. The teacher may wish to share these results with the students. The evaluator may be able to discover some growth and changes in attitud of the learner by comparing the pre-test score with the post-test scores. Further instructions and suggestions for use of the post-test may be found in the section of the manual dealing with the pre-post tests.

UNIT:

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CONTENT	MATERIALS
1. The class could review the objectives to discover any personal growth and changes in attitudes.	1. Page 104 of Student Book
2. The teacher may wish to share these results with the students. The evaluator may be able to discover some growth and changes in attitudes of the learner by comparing the pre-test scores with the post-test scores. Further instructions and suggestions for use of the post-test may be found in the section of the manual dealing with the pre-post tests.	2. A ditto copy for each student of the unit pre-post test

GLOSSARY OF TERMS

Aggression - Behavior aimed at the injury of some person or object, or behav
affect another person in a harmful manner.

Alternative Behavior - Another way of behaving.

Basic Needs - The five sets of human goals as summarized by Abraham Maslow.
physiological, safety, love, esteem, and self-actualization.

Behavior - The way a person acts or reacts in a situation.

Behavior Equation - MF + R + IPS = Behavior. To facilitate the students' un
behavior equation would be N + S + P = Behavior. A combination of the i
variables results in a behavior.
MF - Motivating Forces (Needs). They are needs or conditions which a
to satisfy through a behavior. They may be conscious or unconsc
R - Resources (Self). As the second group of factors in the Behavio
consist of skills, ideas, attitudes, the available physical ener
items called into play to help the organism achieve its goal.
IPS - Nature of immediate physical setting (Place). This includes the
surroundings in which the behavior is initiated and takes place.

Behavior Mechanisms (Defense Mechanisms) - Conscious or unconscious devices
deal with inner conflicts.

Causal Approach to Behavior - A person not only looks at the observable behav
thinks of the causes for the behavior.

Check Point - An appropriate time to investigate and measure student growth
objective.

Civil Disobedience - A nonviolent and nonsecretive form of dissent, undertak
of and willingness to accept the consequences.

Confrontation - A face-to-face meeting of an adolescent with an adult or othe
has a different point of view. The purpose of the meeting is to resolve

GLOSSARY OF TERMS

vior aimed at the injury of some person or object, or behavior which would r person in a harmful manner.

ior - Another way of behaving.

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ns (Defense Mechanisms) - Conscious or unconscious devices used by people to er conflicts.

b Behavior - A person not only looks at the observable behavior but also causes for the behavior.

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e - A nonviolent and nonsecretive form of dissent, undertaken with knowledge gness to accept the consequences.

face-to-face meeting of an adolescent with an adult or other adolescent who nt point of view. The purpose of the meeting is to resolve some issue.

Effects - The results of a behavior, both the short-term and the long-range
an action.

Frustration - Being blocked from reaching a goal, a feeling of being prevent
getting something you want.

Inconsistency - Behavior that is the opposite of previous actions or stated

Learner Objectives - Aims and goals of the unit activities stated in terms

Long-Term Effect - The result of a particular behavior at some future time.

Misbehavior - The improper way a person acts or reacts in a situation.

Need - A lack of something which is essential, desirable, or useful.

Protest - An expression of disagreement with an idea or a course of action.

Rationale - An explanation of the purpose, content, and importance of each u

Role Playing - Acting out the parts of characters represented in a given sit

Short-Term Effect - The result of a particular behavior right now.

Surface Approach to Behavior - A person considers only the observable behavi
of people toward it.

Vandalism - Deliberate or willful destruction or damage done to private or p

Variable - The changeable components of the behavior equation. The componen
equation which vary as the situation varies.

Violence - The intentional use of force to injure, to kill, or to destroy pr esults of a behavior, both the short-term and the long-range consequences of

eing blocked from reaching a goal, a feeling of being prevented from doing or
ething you want.

Behavior that is the opposite of previous actions or stated beliefs.

ves - Aims and goals of the unit activities stated in terms of student behavior.

t - The result of a particular behavior at some future time.

he improper way a person acts or reacts in a situation.

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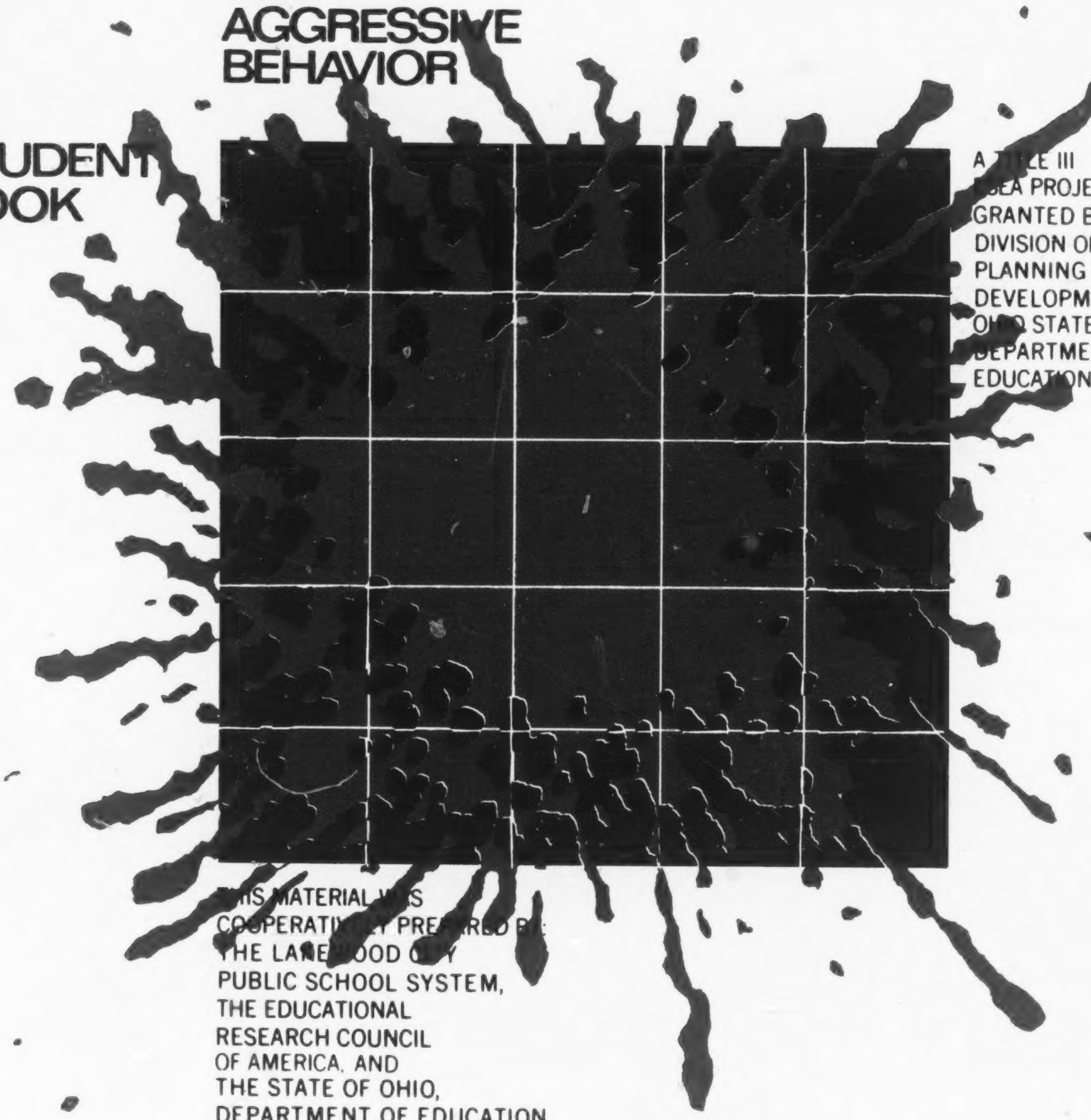

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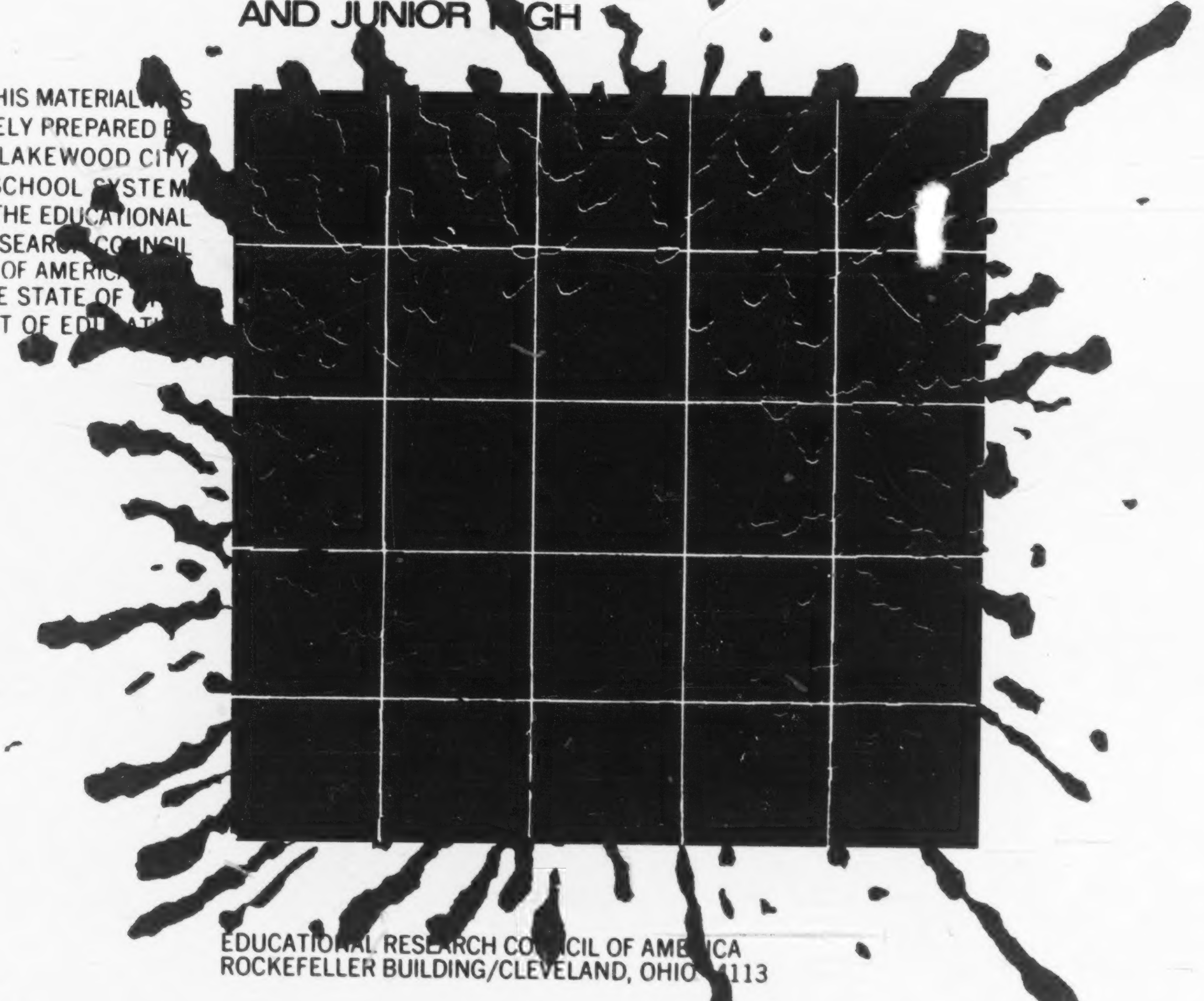

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INTRODUCTION

Maybe you have felt that only you get upset and frustrated when dealing with other people. Perhaps you have considered your behavior in frustrating situations and wished that you had reacted in a different manner. The feelings that you have about these matters are common to all of us, but not many people your age have the opportunity to discuss and deal with them in a classroom.

The experiences you are about to have will give you a chance to learn about your own behavior and the behavior of others. Materials in these units are designed to involve you actively in searching for answers to questions about people and behavior.

Your Student Book will provide activities that will help you find some of the answers. However, your teacher undoubtedly will suggest many other ways of finding answers to questions about behavior and aggressive feelings. You may view films or filmstrips, participate in small-group discussions, make collages, take surveys, write poetry, or become involved in a panel discussion.

Enthusiastic involvement in these and other activities will help make the class enjoyable and meaningful. The experiences you have can help you grow in your ability to understand and deal with frustrations and aggressive feelings and with the day-to-day behavior of yourself and others.

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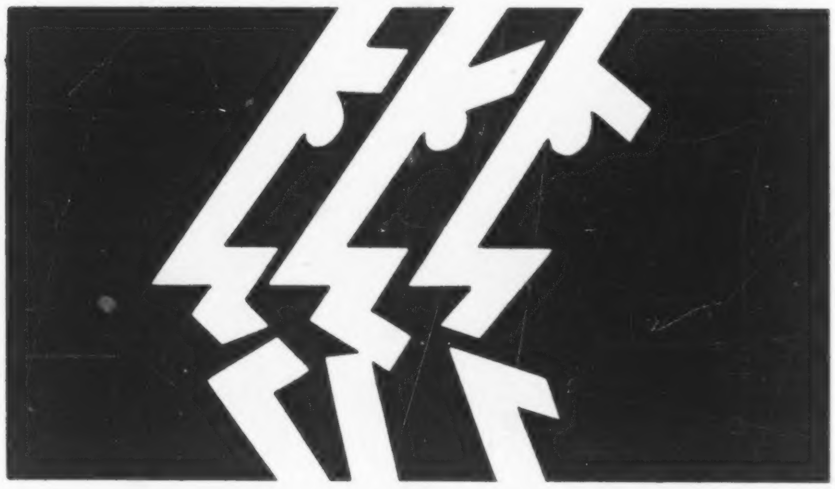
UNIT I
A PROFILE OF BEHAVIOR
AND
AGGRESSION

Behavior



WHY?

How people behave is not too difficult to explain. Why they behave as they do is not so easy to explain or understand. You may have wondered about the behavior of several people involved in the same situation. For example, one person can remain calm while another gets upset and a third gets ready to fight.

All people have needs which must be satisfied if they are to grow and be physically and mentally well. When a need is not met the individual is likely to behave one way. When a need is met he is likely to behave in a completely different way. If he becomes very upset, he may do something harmful to himself or others.

All people experience times when they are prevented from achieving a goal. For you it might be flunking a test, losing an argument with your parents, or being left out of a group. It may be difficult to know the best way to behave when you face these situations. Learning about and understanding your behavior and the behavior of others should assist you in making decisions.

This unit of study will enable you to examine why people behave as they do and the results of various behaviors. You will have the opportunity to consider the needs of people and what can happen to their behavior when a need is not satisfied. In a variety of ways, you will be given the opportunity to grow in your ability to think through behavior situations and to act responsibly in regard to your own behavior and in response to the behavior of others.

Throughout the unit, remember that before you can deal with behavior you must understand it. Understanding comes when you answer two questions:

1. **What feeling or need was the person trying to work out?**
2. **Why did he go at it that way?**

OBJECTIVES FOR THE LEARNER

When I finish this unit, I will show my understanding of human behavior and aggression by being able to:

1. Name different aggressive behaviors that people use to work out problems
2. Identify human needs and ways people satisfy them
3. Explain the difference between the causal approach and the surface approach by examining some behaviors
4. Identify different ways people act when they are frustrated
5. Describe how a frustrating situation may lead to aggression
6. Discuss various ways for solving frustrating situations and their short-and long-term effects

Further objectives developed by the class:

7.

8.

9.

10.

Think of words which mean behavior to you and which fit on this page. The words you choose must have at least one of the letters from the word BEHAVIOR:

B
E
H
A
V
I
O
R

A PROBLEM FOR NASA

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Individual Ranking	**Group Consensus**	
______	______	a. Box of matches
______	______	b Food concentrate
______	______	c. 50 feet of nylon rope
______	______	d. Parachute silk
______	______	e. Portable heating unit
______	______	f. Two .45 caliber pistols
______	______	g. One case of dehydrated Pet Milk
______	______	h. Two 100-pound tanks of oxygen
______	______	i. Stellar map (as seen from the moon)
______	______	j. Life raft
______	______	k. Magnetic compass
______	______	l. Five gallons of water
______	______	m. Signal flares

____________ ____________ n. First aid kit containing injection needles

____________ ____________ o. Solar-powered FM receiver-transmitter

Further instructions: Although this is a group activity, make your individual choices before the group discusses them and reaches a consensus. Group consensus, often difficult to reach, means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Not everyone will fully agree, but try to make a group decision with which all group members partially agree.

Some guides in reaching a consensus:

1. Approach the task so that your answers make sense.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support solutions with which you are able to agree at least to some extent.
3. In reaching decisions, avoid "conflict-reducing" techniques such as majority vote, averaging, or trading.
4. In decision making view differences of opinion as helpful rather than hindering.

DEFINING AGGRESSIVE BEHAVIOR

Aggressive behavior has two quite different meanings. Defined in one way, it is positive energy that is necessary to reach a goal and be successful. This type of aggressive behavior can be used by a football player, someone in the business world, or a student in school, all of whom are working hard to do well. Aggressive behavior such as this is usually considered a healthy, constructive way to act.

Aggressive behavior is also defined as behavior that can be harmful to people or objects. Young people fighting on a street corner or individuals doing damage to property are examples of aggressive behavior of this type. This kind of aggressive behavior is called AGGRESSION and is defined as BEHAVIOR AIMED AT THE INJURY OF SOME PERSON OR OBJECT, OR BEHAVIOR WHICH AFFECTS OTHERS IN A HARMFUL MANNER.

The vocabulary listed below deals with aggressive behavior. Place an "X" in the appropriate column as you decide whether it would be positive, energetic behavior, harmful behavior, or both.

	Positive, Energetic Aggressive Behavior	**Harmful Aggressive Behavior (Aggression)**
Practice		
Bomb		
Push		
Compete		
Strive		
Hit		
Argue		
Forceful		
Insult		
Show Initiative		
Riot		
Burn		

BASIC NEEDS

Many people have tried to identify all the needs of man. Abraham Maslow has said that there are five basic needs that are important in everyone's life:

1. Physical—The need for food, water, shelter, warmth, activity, and rest

2. Safety—The need to be safe from harm

3. Love—The need to be loved and to feel you belong

4. Self-worth—The need to feel important and feel you are a person of worth

5. Self-fulfillment—The need to become all we can become

List your needs below. What needs do you have that are not listed above?

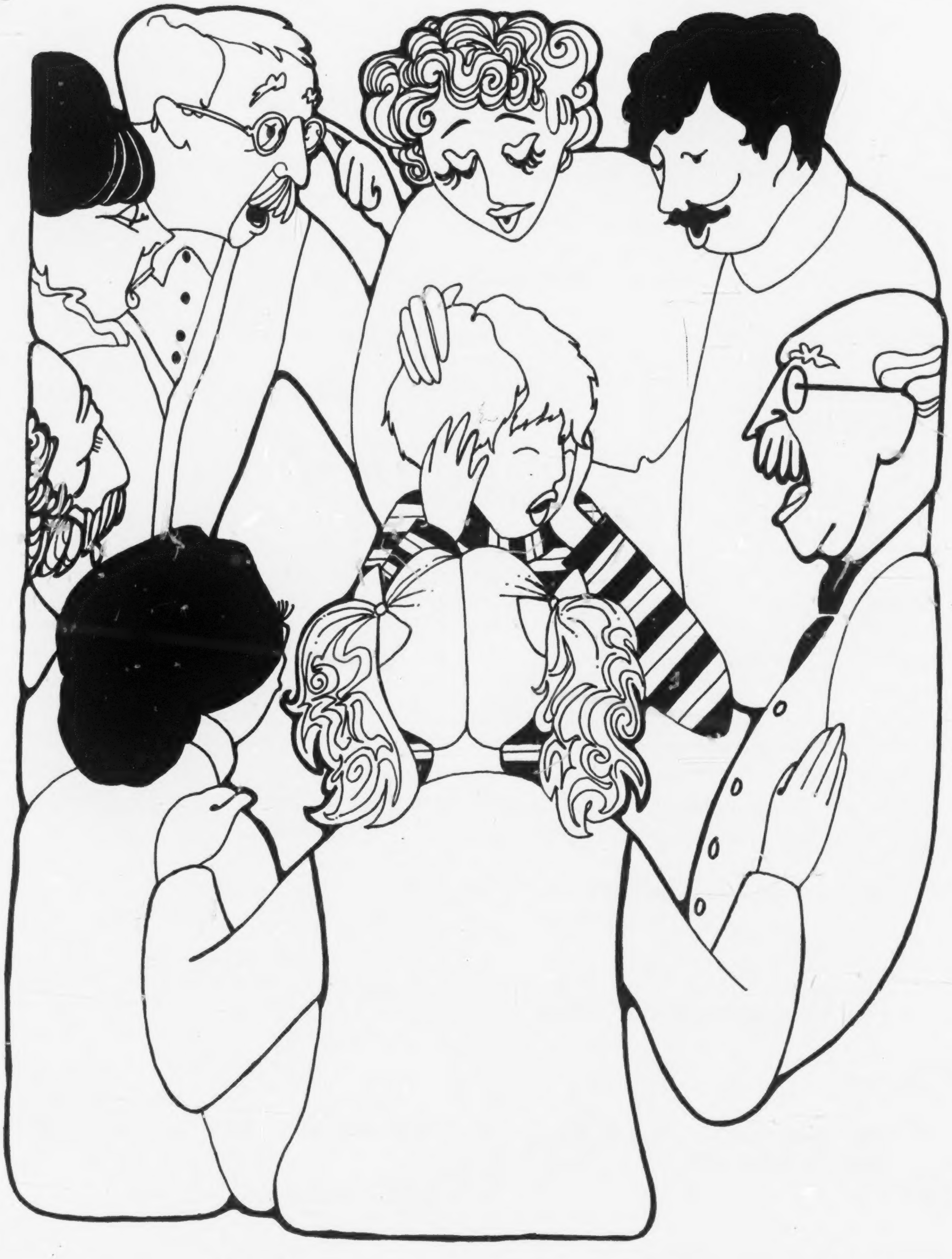
Often you act in a certain way because you are trying to satisfy a need. The way you act when you need food may be entirely different from the way you act when you need warmth. Your behavior comes about when you try to satisfy or fulfill a need. For instance, when you are thirsty you may behave by getting a drink of water. When you are afraid of a dark alley, you may behave by running home.

Sometimes a certain need in your life seems more important than others. At such times, it may become difficult to satisfy the other needs until that certain need has been fulfilled. For instance, when you are afraid of getting hurt you may try to get to safety before satisfying your hunger need.

1. Which need was most important to you today?

2. How did you satisfy this need?

3. Have you had any needs today which were not satisfied? How did you feel? What did you do?



JUST SAM

Of all the things I wonder about
I wonder who I am
'Cause when anybody looks at me,
They don't see me as Sam.

Mommy thinks that I should be
A grown-up little man
But, gee, I'm only six years old
Now how does she think I can?

Then Daddy has some big ideas
That I will be a star
In basketball or some such sport,
But I'd rather play with a car.

To some I'm still a cuddly babe.
Grandparents see me thus.
I really love them quite a bit,
But why do they make such a fuss?

There are uncles, aunts, and cousins galore,
Some I don't even know,
Who say I look like a relative
Who lived a long time ago.

Then there's my teacher, I can not forget,
Who says to me in class,
"Excel like your older sister, Sam,
Or you won't ever pass."

Someone's always close at hand
To tell me who I am.
They try to make me what I'm not
Oh, why can't I be just Sam?

Cheryl Cody

Everyone struggles to find out about himself. He asks, "Who am I? How did I get here? Where am I going?"

Try writing a poem about your own "selfness" or your own identity.

THERE IS YOU

There is you and there is I.
There is who I think I am.
There is who you think you are.
There is who I think you are.
There is who you think I am.
There is who I think you think you are.
There is who you think I think I am.

William James

When he wrote the above, William James seemed to be saying that people have a hard time understanding each other. Everyone has a need to communicate, for no one can live only within himself. Think out the answers to the following questions regarding the need to communicate.

1. How many different people are involved in the thoughts of William James?

2. Why is it important that we understand others?

3. What might be some immediate effects of misunderstanding someone?

4. What might be some long-range effects of misunderstanding someone?

5. Why do misunderstood people sometimes become aggressive?

6. What is your immediate feeling when you are misunderstood?

7. When you are misunderstood, how do you feel after a period of time?

8. How can you better understand your own behavior and the behavior of others?

THREE FRIENDS

Read the following story. Discuss with your classmates how Joe's behavior differs from Bill's as both boys think about why their friend Gary is acting as he is.

Bill and Gary are good friends who usually walk to school together. One morning Gary seemed angry and just said "hello." Bill thought Gary was mad at him, so he just said, "I'll see you at school," and ran to catch up with some other boys.

Joe, another friend, seeing Gary walking very slowly, was concerned because Gary usually didn't walk to school by himself. When Joe went back to walk with him, Gary seemed unfriendly and sounded grouchy. Joe asked, "Hey, what's the matter, Gary? Do you feel okay?"

Gary answered, "No, not really." He didn't seem to want to talk further, so Joe tried to think of some things that might be bothering Gary. Joe thought he might be tired, be in trouble at home, not have his homework done, or even be sick.

ONE POSSIBLE CAUSE

Listed below are brief descriptions of situations which include behaviors that you may have observed in the school building. Examine each situation and quickly arrive at one possible cause for the behavior described.

1. Walking down the hall, Mark sees Dick ahead of him. Mark walks up behind Dick and knocks the books out of his hand.
   Why did Mark do that?

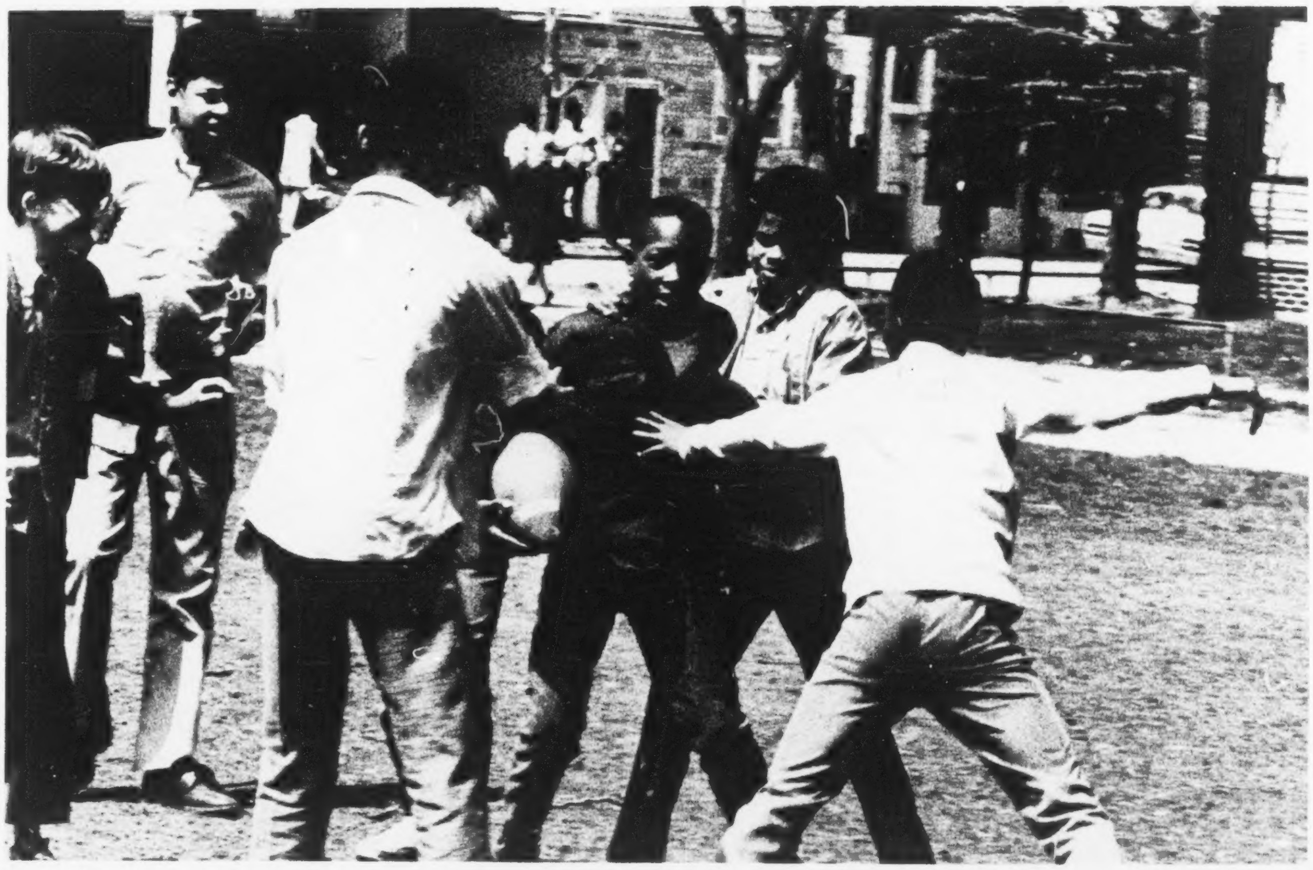
2. Bill is a good athlete who is particularly outstanding in football. He yells and starts to fight when someone on his team drops the ball or makes some other kind of error.
   What is the reason for Bill's behavior?

3. Mrs. Green, the English teacher, has just warned Marlene that if she disturbs the class again, she will have to come back to the room at the end of the day. Five minutes later Marlene causes another problem in the class.
   Why does Marlene behave in this way?

4. Mary is a friendly person who always has a smile and a pleasant hello for everyone, teachers as well as classmates.
   Why is Mary such a pleasant person?

5. In home economics class the teacher observes Michelle taking material from a shelf. Later in the period, Nancy tells the teacher that her material is gone. The teacher realizes that the material Michelle took from the shelf belongs to Nancy.
   Why did Michelle take something that belongs to Nancy?

6. Randy sits behind Rick in math class. During the class, Randy bothers Rick by poking him, pushing his desk, and talking.
   Why does Randy bother Rick?



THE BEHAVIOR EQUATION

An equation can be used to help understand behavior and why people act the way they do. The equation includes the following parts or factors which work together to produce behavior.

1. **Need** — A lack of something which is essential, useful or desirable
2. **Self** — All the ideas, attitudes and skills that one possesses
3. **Place** — The physical setting in which one acts and the objects or things that are part of the setting

When these factors are put into an equation, causes of behavior are easier to understand. Whenever a "+" appears in the equation, it does not mean the plus of mathematics, but rather "interacts with." Thus the equation is written as:

Needs + Self + Place = Behavior

For example, a baby who is playing in his playpen with his toys becomes hungry. Being unable to talk, he begins to cry and bang his toys to get his mother's attention so she will feed him. In the Behavior Equation the baby's actions would appear as:

Need	+	**Self**	+	**Place**	=	**Behavior**
Hunger		Knowing mother will come when he cries. Skill in throwing his toys. His previous learning that mother and food go together.		Playpen Toys		Cries Bangs his toys

See if you can apply this situation to the Behavior Equation:

In social science class Mark raises his hand quite often to ask a question or give an answer. The teacher does not always call on him because she must give other students a chance. One day Mark gets so impatient when the teacher does not call on him that he slams his hand on the table and startles the class.

Need + **Self** + **Place** = **Behavior**

Now see if you can apply the Behavior Equation to something you did today.

Need + **Self** + **Place** = **Behavior**

DECIDE

Using the Behavior Equation decide why these actions might occur in school.

1. Jim threw a pencil across the classroom.

2. Mary left her gym suit at home on the day she had physical education.

3. Michelle worked hard in all her classes.

4. Eddie never does his homework.

EVERYBODY HAS 'EM

There are probably times when you feel frustrated because things don't always go the way you would like. Perhaps you are late for a football game because the bus broke down. Or maybe a friend always gets new clothes, but you have to be satisfied with clothes that an older brother or sister wore. These kinds of frustrations can seem very unfair, since they are not your fault and you don't know what to do about them.

At other times, the frustration can be a direct result of your own behavior. In gym class you may have missed catching the ball because you were daydreaming. Or perhaps you have gotten in trouble in school for throwing paper in a classroom.

You need to deal with frustrations, whether or not you caused them. What will you do when you meet a frustration? Will you be gloomy and pout? Will you walk away from it? Or will you try to do something to make the situation better?

Life would be almost too simple if nothing stopped us from always having things go just right. Isn't it a challenge to learn how to play a game well so that you can beat another team? Isn't it rewarding to receive a good grade on a test when you really studied?

Each frustrating experience can be a challenge to you. How will you face the frustration and find a way to meet the problem? The final decision of HOW you handle frustrations is yours. Everybody has 'em . . .

What are some of your frustrations and what can you do about them?

Discover the frustration and play the role of Ann
by writing a reply as you keep the Behavior Equation in mind.

Ann Landers

Publishers-Hall Syndicate
The Cleveland Press

a Plea for Help

Ann Landers

Dear Ann: I'm an honor student and I work hard to get good grades. Some kids are just naturally brainy but I'm a plugger, not a genius.

Last year I was bugged by at least ten friends who wanted to copy my homework. Half the time I said, "O.K.." The rest of the time I made up excuses like, "I haven't finished it yet." They knew I was lying. Later I hated myself for being chicken.

I don't want to lose any friends. Can you suggest a polite way of telling the papooses (kids who ride on somebody else's back) to get lost?

— C. Q.

COMMON REACTIONS TO FRUSTRATIONS

After you have read each situation 1) identify the frustration 2) write what you believe your behavior might be and 3) explain why you think you might behave in that manner. Be sure to consider the need you are working out as you think of ways you might act.

1. You have saved $4.30 with no particular purpose for it. Then you see a sweater you decide you want. It costs $4.98, plus tax.

   Frustration

   My behavior might be

   I might do this because

2. Your homework is due at the end of the period. You did not finish, so you ask the teacher if you may turn it in after school. She says "no."

   Frustration

   My behavior might be

   I might do this because

3. You want to go to the dance and get home by 10:00 p.m. Your parents say that you will be picked up at the door at 9:30 p.m.

   Frustration

   My behavior might be

   I might do this because

4. You have exactly nine boys to play on your team after school. Two come up to you at noon and tell you they can't make it for the game.

   Frustration

   My behavior might be

   I might do this because

5. Your friend is cheating on the same test you are taking.

   Frustration

   My behavior might be

   I might do this because

6. During a basketball game your friend commits a foul. He is on the other team. The referee did not see the foul.

   Frustration

   My behavior might be

   I might do this because

7. You have been grounded for two weeks because you had poor grades on your report card.

Frustration

My behavior might be

I might do this because

8. Your family is planning for you to go with them to your Aunt Bea's annual birthday party this Sunday. Your gang is going to the skating rink.

Frustration

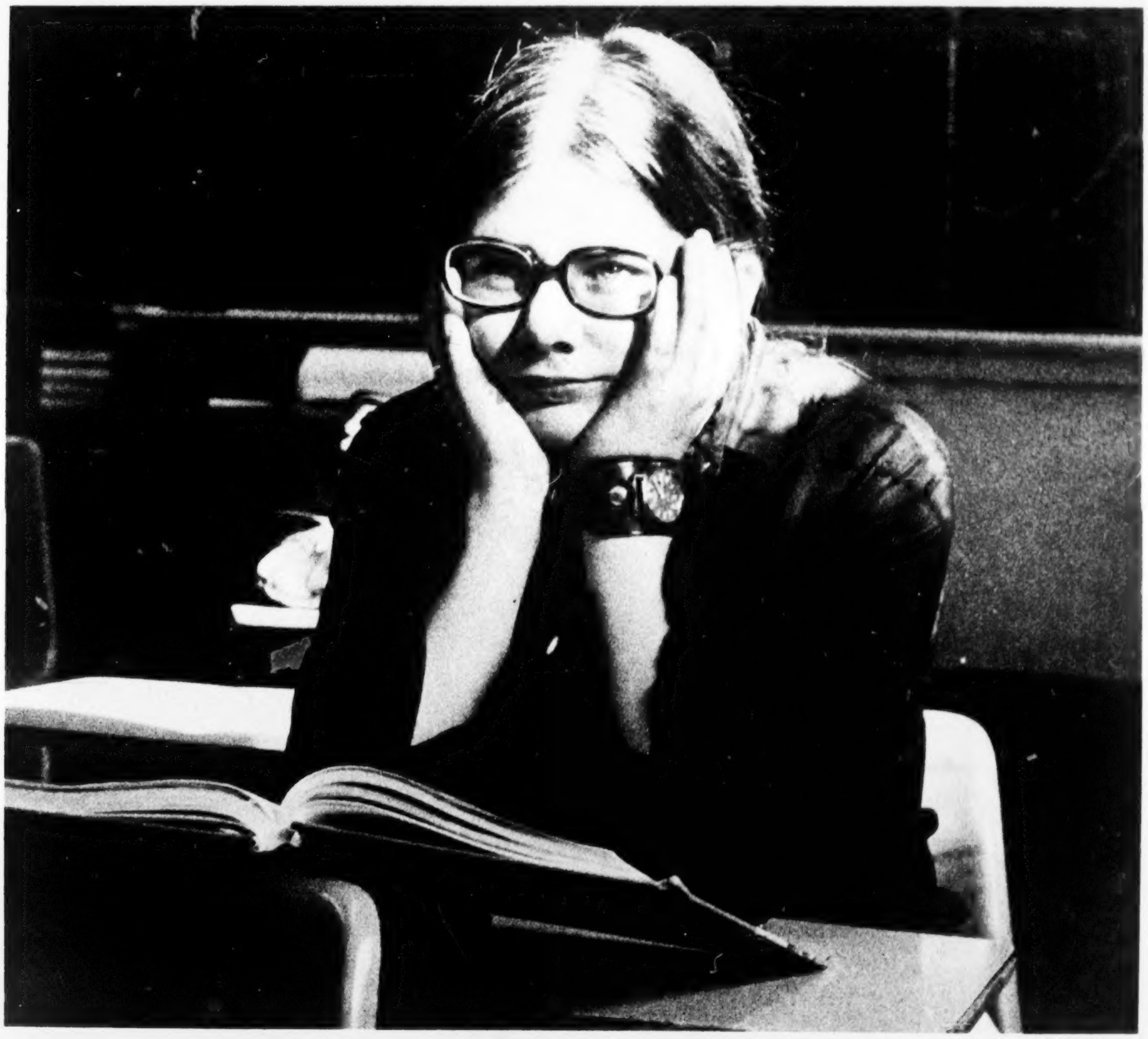
My behavior might be

I might do this because

I CAN HANDLE IT MY WAY

Situation:

You want to do very well on a very important test. You sit down to begin to study and as time goes by you realize that you just do not feel like studying. You are not motivated to study, even though you know you must. You are frustrated. A barrier has developed between your original possibility of doing well and your feelings now.



You Could:

1. Work through the barrier by studying, even though you are not motivated to do so.
2. Change the goal by hoping to just pass the test, so you do not have to study as hard or as long.
3. Forget your original goal, stop studying, and just hope for the best.
4. Change the goal to one without a barrier.

How Would You Behave in Such a Situation?

(Be sure to consider the need you are working out as you think of ways you might act.)

Why Do You Think You Would Behave That Way?

METHODS PERSONS USE IN UNSATISFACTORY SITUATIONS

The following paragraphs are examples of how people your age behave. There is an illustration for each of the nine methods discussed in the reading assignment on pages 8-12 of "Guiding Our Development." After you have read the paragraph, write the method the individual used in reacting to the dissatisfying experience. You may use the book when doing the assignment.

1. Jamie was almost always late for school. He was called to the office and asked to explain his lateness. He said that his mother called him only once in the morning, and sometimes he fell asleep again.

   Method Used:

2. Mark, who is not a very good athlete, is bothered because he can not throw or kick a football as well as most of the other boys in his class. He has an electric football game at home and keeps very complete records of the many games he plays on it.

   Method Used:

3. Jan hopes some day to be an actress and star in a Broadway musical. A trip to New York with her parents last Easter gave her the opportunity to see two Broadway shows. One day in math class, she finds herself daydreaming about being a star in a big musical production. Just then the math teacher calls on her.

   Method Used:

4. Eric's parents have made him take piano lessons for the last two years. He does not want to continue with the lessons. For the last three weeks, he has not shown up for his lesson.

   Method Used.

5. Sandy liked her history teacher very much, was actively involved in the class work, and received good grades in the class. Last month when she and another girl were talking in class, the teacher stopped the discussion and disciplined the girls. Since then Sandy has neither participated in the class discussions nor spoken to the teacher.

   Method Used:

6. Mark has a test scheduled in science today. As he enters the science class he immediately goes to the teacher and asks to be excused because of a severe headache. The teacher recalls that Mark has done this the last three times tests were scheduled.

   Method Used:

7. Charlene enjoys singing and has been in the choir. Because she missed three practices prior to the Christmas concert, the teacher did not allow her to sing in the concert. She went to the concert and remarked to a friend the next day that she was glad she had not participated because "the choir sounded rotten."

   Method Used:

8. Jeff has three library books in his locker. Yesterday he received a fourth notice from the librarian that all the books are overdue. He left school without returning the books.

   Method Used:

9. Whenever Mike gets upset at school, he immediately wants to fight. For example, today on the way to the auditorium a boy accidentally bumped him. Mike responded by hitting the boy.

   Method Used:

WHAT DID THEY SOLVE?

Dave is twelve, and his little brother Nick is four. Of course, Nick still needs a lot of help in learning how to do things and gets quite a bit of attention from the rest of the family. In fact, Dave thinks that Nick gets all of the attention. One day Dave watched his mother help Nick tie a shoe lace and when she had left, Dave teased Nick by saying, "You're a baby. You're a baby." Nick ran crying to his mother. She scolded him and sent him outside. As he left, he slammed the door so hard that a window broke.

How do you think Dave felt when he got scolded?

What need did Dave have?

What probably caused him to tease his little brother?

How do you think Dave felt when he broke the window?

Were any needs satisfied?

What might have been a more satisfactory way for Dave to have responded to the scolding?

George liked to play softball. He knew the rules and could play well, but he was a little bossy. He went to the field one day when he was really eager to play softball, but the boys said, "You're too late, George. We already have enough players." This made him angry. He swung at the boy closest to him, catching him under the chin and knocking him to the ground. The other boys immediately gathered around to hold George off and help the other boy. A fight almost broke out, but George finally said, "I didn't want to play with you guys anyway!" He turned, walked off, and kicked a can as he muttered to himself.

How did George feel when he went to the ball field?

How do you think he felt when he was left out?

How did he behave when he was told he could not play?

What probably caused him to act aggressively?

Was George's aggressive behavior satisfying? Why or why not?

What problem, if any, was solved by his behavior?

What other ways could he have worked out the situation?

FRUSTRATION

No one ever thinks I can
    Do anything at all.
They make me feel all funny inside,
    And, oh so very small.

They always seem to say I can't
    It doesn't matter what;
And never give me one good chance,
    Though I'd like to try a lot.

Whenever I see a curious thing
    That I'd like to examine a bit
It never fails for them to say,
    "Sam, will you PLEASE SIT!"

I really like to help my Dad
    'Cause I think that he's top notch,
But he usually says he hasn't time;
    He'd rather I just watch.

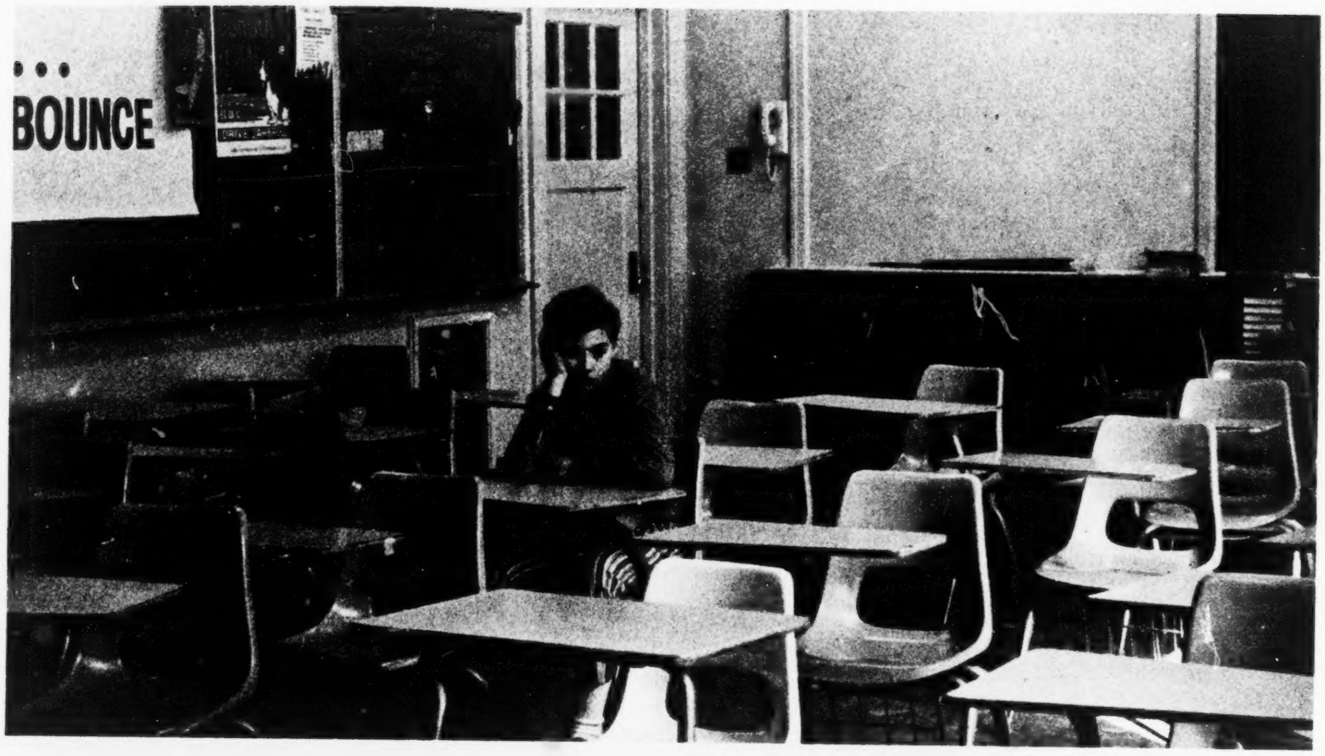
Sometimes I just want so much
    To do someone a favor;
Something that would make them smile,
    And something I could savor.

These things never happen though,
    'Cause they interrupt and say,
"Sam, why don't you run along?
    You're getting in the way."

It's true I'm only six years old,
    And sometimes I do miss.
But, gee, how will I ever learn
    If I never get to practice!

I hope that grownups realize
    That I won't wait forever,
And by the time they think I can
    I may decide I'll never.

Cheryl Cody



LAST PERIOD CLASS

During school Dan was restless and not very interested in the last period class. He had finished his class assignment, handed it in, and was getting pretty tired of sitting. Oh, how he wanted school to end for the day so he could play football! Instead of trying to read or listen to the small-group discussion, Dan squirmed in his seat, whispered to his friend and teased those around him. The teasing led to a fight in the back of the room, and as a result the teacher told Dan to stay after school.

What probably caused Dan to squirm, whisper, and eventually fight?

What do you think Dan's frustration was?

What type of behavior was Dan displaying?

How else do you think Dan could have behaved?

Tom was in the same class as Dan and felt very much the same as he did. It had been a long day; he had his classwork done and he also couldn't wait to play football. Tom tried to read, but could not concentrate so he moved to the circle where the teacher and some other students were discussing the city pollution problem. Tom listened, began participating and forgot all about the time — even football.

As the class ended, he again thought about football and left quickly to find the "guys." Of course, all were anxious to play and decided to meet at the field in ten minutes.

What do you think Tom's needs were?

How do you think he handled his needs?

How was the situation frustrating?

How else might Tom have behaved?

How do you feel about the way Tom behaved?

WHAT ARE SOME ALTERNATIVES?

In the situations which follow, determine the frustration, two alternative ways of behaving, and the short-and long-term effects of each alternative.

Example:

Situation A — John's model car is missing. He thinks that his friend Bill has it.
Frustration: John's model car is missing.
Alternative Behavior # 1—John can talk to Bill about it.

Short-Term Effect —John might get the car back or get into an argument with Bill.
Long-Term Effect —John may lose Bill as a friend if Bill does not have the car.

Alternative Behavior #2—John can do nothing.

Short-Term Effect —John will not know whether or not Bill has the car.
Long-Term Effect —John may never get the car back and always think that Bill took it.

Situation B — During an evening at home, a brother and sister want to watch two different TV programs and the parents want to watch a third program. There is only one television set in the home.

Frustration:

Alternative Behavior # 1—

Short-Term Effect —

Long-Term Effect —

Alternative Behavior #2—

Short-Term Effect —

Long-Term Effect —

Situation C — Mary's and Dick's parents feel that there are certain people they should not be with. Mary and Dick feel they should be able to choose their own friends.

Frustration:

Alternative Behavior #1—

Short-Term Effect —

Long-Term Effect —

Alternative Behavior #2—

Short-Term Effect—

Long-Term Effect —

TV VIEWING GUIDE

Name of Program ____

Time ____________________ **Channel** ____________________

Directions: This guide will help you record the important items to use in class discussion. Read the questions before the TV program begins.

1. Which situations in the story were frustrating?

2. Who was involved in the frustrating situations?

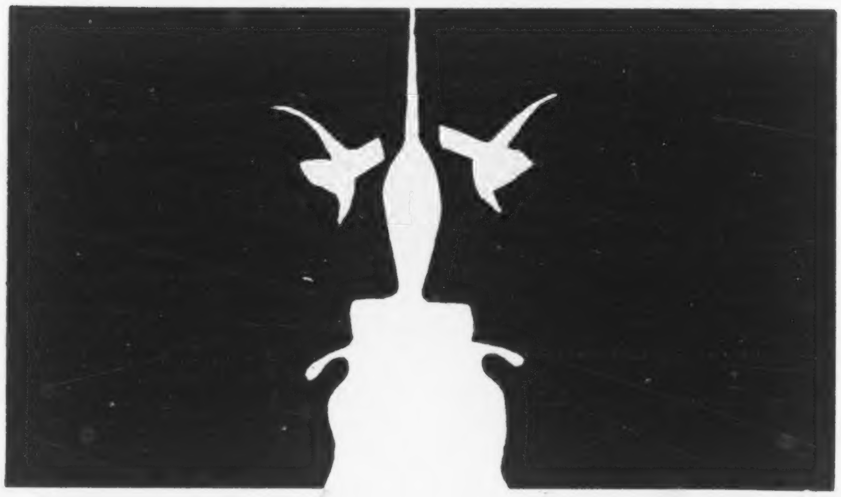
3. What do you think the possible alternatives were? What might have been the effects of the alternatives?

ALTERNATIVES (What possible choices were there in resolving the frustrating situations?)	EFFECTS (What could possibly happen if the frustrating situations were resolved this way?)

4. What do you think you would have done in these situations? Why?

UNIT II
YOUTH
IN
CONFRONTATION

Confrontation



WHY?

Nearly every day you are involved in situtations with others that can make you angry or make you want to get even with someone. That someone might be a fellow student, a parent, a teacher, a policeman, or someone else.

It may be difficult to decide how to act or react when you disagree with an adult authority figure, another adolescent, or a rule you are expected to follow. In what ways should you behave when an adult upsets you? What do you do when you feel pressure from your friends to do something you think is wrong? What should you do when you disagree with a rule or a law?

The experiences you will have in the study of "Youth In Confrontation" deal with the puzzling situtations mentioned. Knowing ways to handle your feelings and behavior in these kinds of situations can be very helpful to you in your growth and development.

Involvement in a variety of activities in the unit should help you to handle situations involving others. Your own behavior, as well as the behavior of others, should become clearer to you. In addition, your ability to think through situations, make wise choices, and act responsibly should develop.

The problems to be discussed are not new, nor were they viewed much differently by adults in the past. The following may help you develop a point of view in this respect:

> "Our youth now have luxury, they have bad manners, contempt for authority, disrespect for older people. Children nowadays are tyrants, they no longer rise when their elders enter the rooms, they contradict their parents, chatter before company, gobble their food and tyrannize their teachers."
>
> Socrates
> 469-399 B.C.

Throughout the unit remember that before you can deal with behavior you must understand it. Understanding comes when you answer two questions:

1. **What feeling or need was the person trying to work out?**
2. **Why did he go at it that way?**

OBJECTIVES FOR THE LEARNER

When I finish this unit I will show my understanding of confrontation by being able to:

1. Describe a situation in which confrontation takes place
2. Identify the needs, feelings and behaviors of adults in authority
3. Describe the effect of group pressure on my behavior and the behavior of others
4. Discuss why there are rules and what life would be like without them
5. Give examples of human inconsistent behaviors which bother me, their causes, and how I can react to and live with them
6. List ways I can behave in confrontation situations and the effects of my behavior on myself and others

Further objectives developed by the class:

7.

8.

9.

10.

WHAT KIND OF SITUATIONS?

Read the following stories and ask yourself what the young people have in common.

1. When George ran into the classroom and stumbled, he knocked over John's desk, which was full of textbooks. John confronted George and asked him to pick up the books. George turned to leave but John yelled at him to come back and pick up the books.

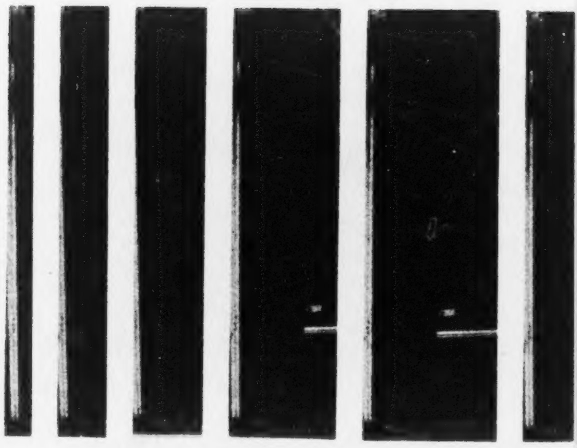
2. Sally's mother asked her to clean her room one Saturday afternoon. After she had started the job, one of her friends called to see if she could go ice-skating. She doubted that her mother would let her go, but she went to the kitchen to ask.

3. The local drugstore owner has posted a sign that says that young people who enter his store and sit at his soda fountain must spend more than 25 cents. Fred entered one day after school when everybody was there and ordered a 15-cent Coke. The waitress told him that he had to have a large Coke or leave.

What do George, Sally, and Fred have in common?

What are some of the possible outcomes of these situations?

What can we call these situations?



Youth	**C**	**ops**
in	**O**	**thers**
huma	**N**	
	F	**riend**
pa	**R**	**ent**
ad	**O**	**lescent**
establishme	**N**	**t**
	T	**eachers**
	A	**uthority**
	T	**rouble**
	I	**nconsistencies**
sch	**O**	**ol**
AGGRESSIO	**N**	

Write in action and feeling words that could be part of a confrontation situation. Each word must contain at least one of the letters from CONFRONTATION.

Youth in

C
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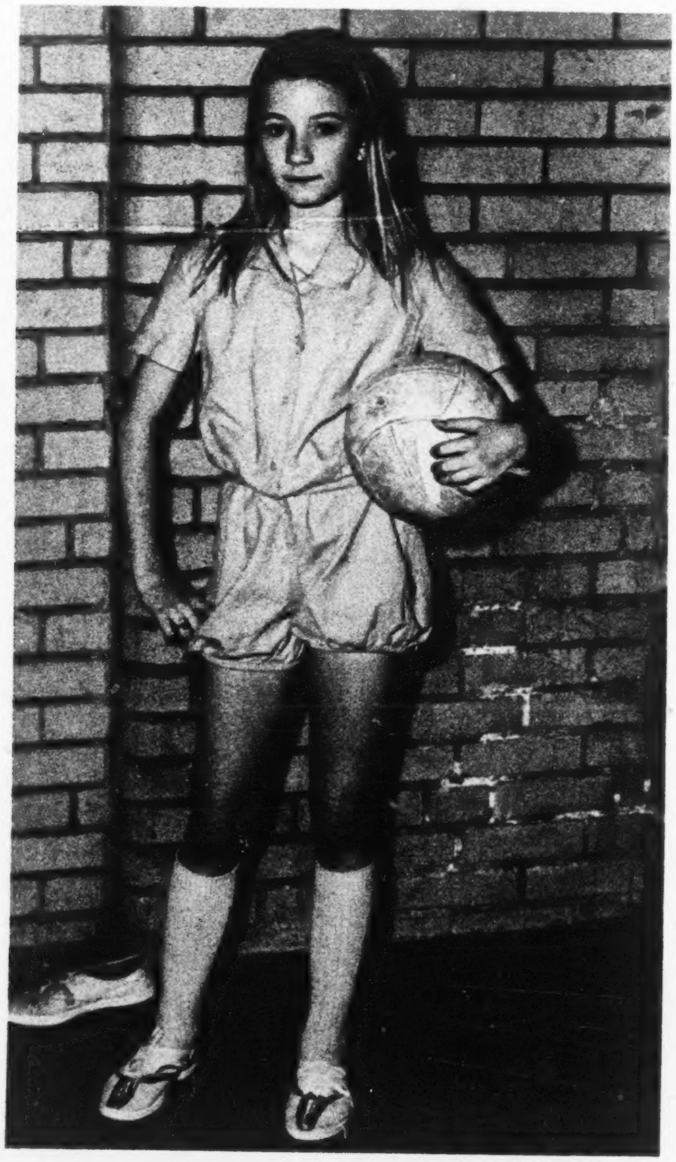
GIRLS – WHAT DO YOU THINK YOU WOULD DO?

The following stories are about peer pressure. Think about what you might do if you found yourself in the situation.

In gym class, you have just been selected to be captain of a volleyball team. All of your friends are very pleased and are sure that you will select them for your team. As the choosing of teams progresses, two girls remain: a friend of yours who is excited about your being captain and a girl who is not a particular friend but is a capable player.



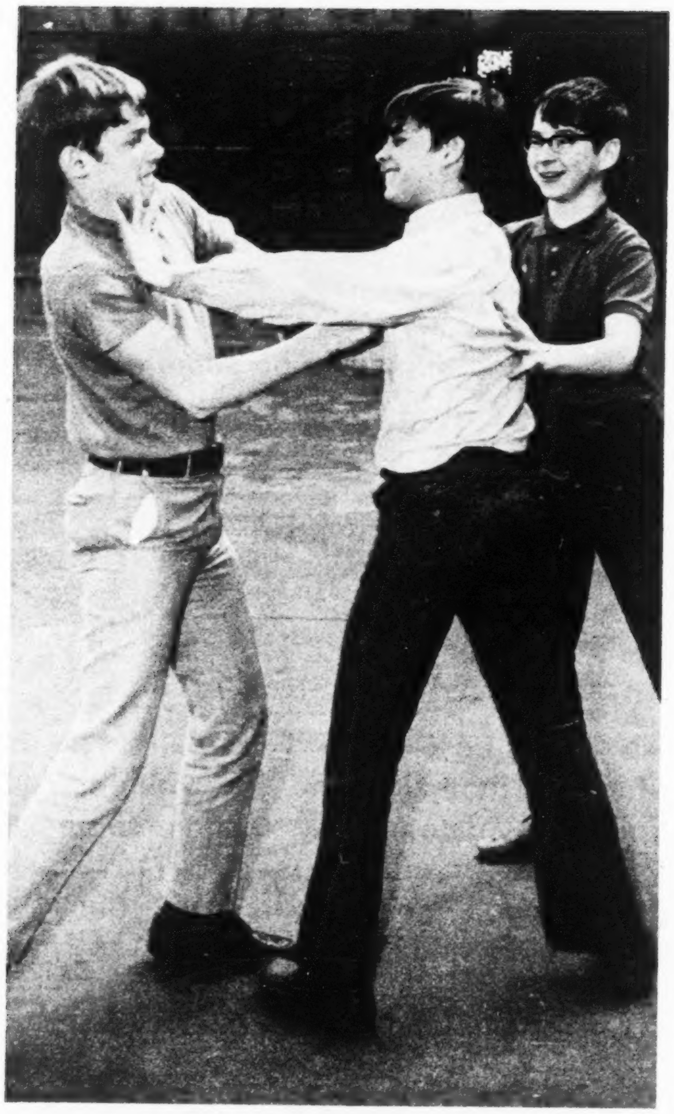
What do you think you would do?

What do you think may be some of the reasons why you reacted that way?

An older boy whom you really like has asked you to go to a party with him after the football game Friday night. Your parents have told you that you are too young to date, even though some of your friends have begun dating. Mary, your best friend, urges you to accept the date and stay overnight with her. Mary says, "Your mother will think you went to the game with me and then came to my house overnight."

What do you think you would do?

What do you think may be some of the reasons why you reacted that way?



BOYS – WHAT DO YOU THINK YOU WOULD DO?

The following stories are about peer pressures. Think about what you might do if you found yourself in these situations.

You and your buddies always hang around together during the noon recess. Sometimes you play games, but lots of times you just sit and talk about "things." Today, you're just sitting around when Pete, a very small boy, walks by. Some of the guys start to tease him, and finally Pete throws a handful of stones at your group and starts to run. The other guys chase him and start pushing and punching him. One of your friends yells at you to come on and join the fun.

What do you think you would do?

What do you think might be some of the reasons why you reacted that way?

A substitute teacher is in charge of your English class. Early in the period some students cause problems that disrupt and disturb the teacher. Everyone in the room is aware the teacher's anger is building up. Bill, one of the biggest troublemakers, throws an eraser at the teacher when she is writing something on the chalkboard. The teacher turns around and accuses you of having thrown the eraser. You deny throwing it and become very angry when she says that the entire class will be penalized if the person who threw the eraser doesn't confess. Bill isn't about to tell that he did it, and you are the only other person in the class who is sure that he threw it.

What do you think you would do?

What do you think might be some of the reasons why you reacted that way?

A POLITICAL DECISION IN EXURBIA

The wise citizens of Exurbia are having a meeting to discuss the laws of the land. The leaders of the country have asked you to give your opinion on a change in the way the government is run.

Some of the people at the meeting believe that there are too many laws to enforce. These people feel that the solution is to do away with some of the rules and laws. They suggest that there be no more rules to follow in schools.

The people are sitting around a large table, and the chairman has just called on you to give your opinion of having no more school rules. What is your opinion of the suggested change?

Why do you think you feel that way?

What other details of the plan would you like to know before you make a statement?

What do you think the schools in Exurbia would be like if the suggested change is made?

What feelings were these people trying to work out?

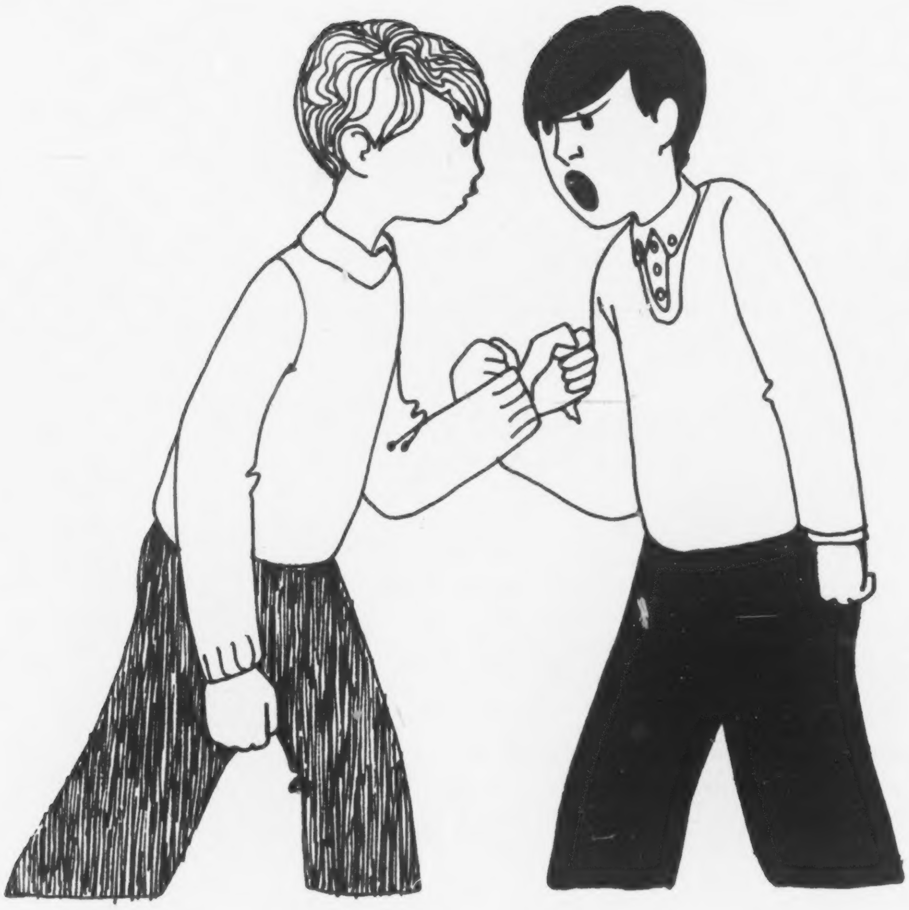
DO AS I SAY, NOT AS I DO!

Read the stories and decide what you would do.

You and your best friends are the only ones in the restroom. As they all light cigarettes, they ask you if you want one. You know they will call you a ''chicken'' if you say no. Your parents smoke, but they have told you not to. What would you do?

You come home late after school, not having told your mother ahead of time you are going to be late. She is tired because she has cleaned and done the laundry. She had hoped that you would clean your room before dinner. You burst in just before dinner, bubbling with news about Diane's new puppy. Your mother tells you that you are irresponsible and that she has been very worried about you. She ''grounds'' you for the rest of the week. You feel that she is unfair. After all, your older brother doesn't always tell where he's going and he doesn't get punished. What would you do?

In your school absolute silence is required during assembly programs. You are caught whispering in an assembly. A teacher makes you go to the back of the auditorium, where some teachers and the principal are seated. As you sit down, two teachers begin to whisper about the happenings of the day. After the assembly, the principal gives you a lecture on good manners and consideration for others. He assigns you a detention which will make you miss a baseball game. What would you do?



MEET YOU AT 4:00

Mark and Rick are seventh grade students who have known each other for several years. They have had many disagreements in the past and the situation seems to be getting worse daily. Yesterday they were on opposing teams in a basketball game and several times during the game much rough play took place between them.

During lunch today, Mark bumped Rick and angry words were exchanged. Finally the boys decided the only way to settle the problem was to meet in a vacant lot near the school at 4:00 and fight it out. Word of the fight soon spread throughout the school and many students were planning to be there to see it.

What alternative behavior could be used in this situation? What effects would the behavior have on Mark and Rick as well as on others who might be involved in the situation? One alternative might be to actually have the fight.

(Imagine that you are either Mark or Rick and consider which of the possible ways of solving the problem would be best for you).

Alternative 1

Effects on the two boys and others

Alternative 2

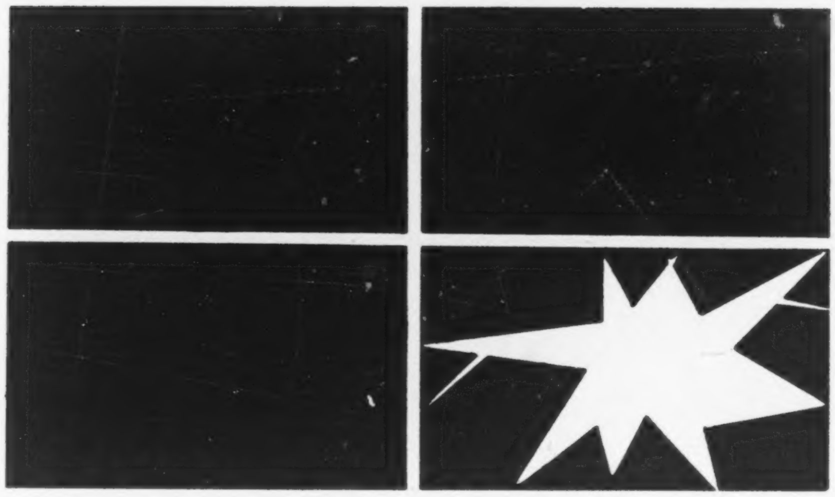
Effects on the two boys and others

Alternative 3

Effects on the two boys and others

UNIT III
VANDALISM

Vandalism



WHY?

Personal property generally has meaning and value to its owner. For an adult the property might be his automobile or a lawn in which he takes much pride. Someone your age might have a new bicycle or transistor radio that is a prized possession.

How do you think the adult would feel if someone deliberately scratched his car or dug up his lawn? What would be your reaction if you were the individual with the prized bicycle or radio and a fellow student damaged it?

Damage is also done in school buildings and other public places. You may have seen a room in your school building that was intentionally mistreated by students. New York City estimated that school vandalism cost taxpayers $6,500,000 in 1969. Maybe you have needed to use a public telephone, only to discover that someone had deliberately put it out of order. Approximately $10,000,000 is spent annually in repairing public telephones that have been damaged and misused.

Incidents such as these are not uncommon. In this unit you will look into why people damage others' property, how people are affected by such damage, some alternatives to vandalism, and the attitudes of people toward property and its destruction.

The goal of the unit is to assist you in thinking intelligently and acting responsibly when faced with situations involving vandalism.

Throughout the unit remember that before you can deal with behavior you must understand it. Understanding comes when you answer two questions:

1. **What feeling or need was the person trying to work out?**
2. **Why did he go at it that way?**

OBJECTIVES FOR THE LEARNER

After completing this unit, I will show my understanding of vandalism by my ability to:

1. Describe different types of situations in which vandalism takes place
2. Discuss my attitudes and the attitudes of adults towards people, property and the destruction of property
3. Identify some causes of vandalism
4. Describe the effects of vandalism on all the persons involved
5. Suggest some alternatives to vandalism
6. Explain how I will decide whether or not to vandalize when I feel like destroying property

Further objectives developed by the class:

7.

8.

9.

10.

TYPES OF VANDALISM

Mischief and Play

This applies to destruction by very young children. They cannot figure things out ahead of time and may not realize that things may be broken or ruined.
Example: A baby pulls a vase off a table and it falls to the floor and breaks.

Accident and Adventure

Even though they can think ahead, people may do things for the adventure, without thinking, and cause destruction to someone's property.
Example: A child swings on a gate and breaks it.

Reckless Behavior

Vandalism of this type includes destruction which is done on purpose and for no apparent reason. A youth doing that often says, "I did it just for fun."
Example: A person carves his name and the date on a tree in a park.

Deliberate Destruction

Vandalism of this type is often planned in advance and is done to get back at someone or something. The person who commits such vandalism usually is angry, afraid, or jealous of someone or something.
Example: A youth throws a rock through a neighbor's window because the neighbor called the police when the youth's football accidentally bounced in his garden.

Sightseers

Sightseers are guilty of vandalism when, as souvenir hunters and collectors, they destroy property.
Example: A person breaks off a piece of rock in the Petrified Forest to add to a collection, or picks flowers or uproots a plant in a public park.

WHAT IS THE DIFFERENCE

Read the following situations and answer the question below.

1. Jerry and Tom, eighth graders, were on their way home from school when Tom found a piece of soap. He picked it up and said, "Hey, let's write our names on that window over there."
   "That sounds like fun," Jerry replied, "but will we get in trouble?"
   "Come on, it washes off."
   So both boys wrote their names on a store window. Then they tossed the soap away and continued on their way home.

2. Bill and Dave found some old cans of spray paint while playing in Bill's basement. Bill suggested that they take the cans outside and spray them on the walls of nearby buildings.
   "Hey, Dave, how far do you think the paint will go?" said Bill.
   "Gee, I don't know. Let's find out," Dave answered. He stood several feet from the building and aimed the can of black paint. Though the paint just dribbled out, a little hit the building.
   "Look at that, Bill! Can you beat it?"
   Bill stood further back and gave his can a squeeze. "Wow," he said, as the paint spurted out and hit the building, "this one really goes!"
   Bill sprayed some more, then gave the can to Dave so he could try it.

   1. What are the differences between these two stories?

   2. What are the similarities between these two stories?

   3. Was either behavior acceptable? State the reasons why or why not.

   4. Do both of these incidents involve destruction of property? Why or why not?

5. What might have been the needs of the boys involved?

6. How do you think each person felt about his behavior right away? Later on?

7. How do you think their friends would feel about these incidents? Why?

8. How do you think adults would feel about these incidents? Why?

WHO, WHAT, WHY?

Not everyone views a particular situation in the same way. In the examples below, Who, What, and Why columns show that the incident could be interpreted from at least four points of view.

After reading the example, write a story and follow it by the Who, What, and Why columns. Space is provided.

Example: A junior-high student set a fire in the waste container in the boys' restroom in the school basement. The fire quickly went out, and no damage was done.

The officials, in this case the police, said, "It was vandalism. He should be locked up. He is not mentally balanced."

His family said, "We didn't know what he was doing. That's your problem. He did it because he is a bad boy. You should discipline him."

His friends said, "He was just showing off. It was just a little thing. He did it to gain self-worth and to feel like somebody."

The boy who set the fire said, "It's nothing."

Who	**What**	**Why**
Officials:	Vandalism	Not mentally balanced
Family:	Don't know	Bad boy
His friends:	Showing off	Feeling like a somebody
The boy himself:	Just nothing	I was mad

Now write your own situation here.

Who	What	Why
Officials:		
Family:		
His friends:		
The boy himself:		

The L.O.R.D.S.

Pete, President	**Tony, Treasurer**
Veronica, Secretary	**Mabel, New Member**
Frank, Parliamentarian	**Narrator**
Agatha, Vice-President	**Mrs. Cochrane, Pete's mother**

Narrator: It's a Monday night in December. The L.O.R.D.S. have gathered in Pete's basement for their weekly meeting. (hum of voices, pounding of gavel).

Pete: OK, group, stop the confusion. Your president is speaking. Let's start the meeting. Frank, you're parliamentarian, let's get rolling.

Frank: All members will please rise and say our pledge.

Group: (reciting) We are the L.O.R.D.S., Lads of Ruination and Disorder.
Our aim is not to please
But to displease.
Our goal is OUR happiness
and misery for others.
Who needs pesty sisters
and bothersome brothers?
Let's remember we are the LORDS
For Ruination and Disorder.

Frank: All members please be seated.

Pete: That was pretty good, guys. Some of you could put a little more stress on OUR happiness. The secretary will please read the minutes of our last meeting.

Veronica: (reading) The meeting was called to order finally last Monday, not at the planned time of seven, but at the miserable hour of eight — just when "Laugh-In" was on the TV.

Pete: Just a minute, Veronica! You're supposed to report on the meeting. Why bring up "Laugh-In?"

Veronica: Look, Pete, we aim to bring happiness to ourselves and misery to others. Right? Well, I was in misery when I missed "Laugh-In."

Pete: We'll discuss that later.

Veronica: And another point — why shouldn't I have disorderly minutes when we're all for disorder?

Pete: Veronica, will you please just read the minutes?

Veronica: Oh, all right. (reads) Our meeting finally got started. All misdeeds for the week were reported as follows: Pete let the air out of twelve tires. He got little applause. Tony upset three garbage cans along Main Street. He got a loud ovation. (Group claps and whistles.) (A voice calls.)

Mrs. Cochrane: Hey, group! Please, keep it low. I have a headache. Can't your meeting be more orderly?

Pete: OK, Mom. Will do.

Tony It'd be better at my house. My mother works the late shift.

Pete: Can we please get on with the minutes?

Veronica: OK (reads) Misdeeds for the week, continued: Veronica ended up in the principal's office five times. Agatha brought the math teacher a round ruler.

Mabel: What's a round ruler?

Agatha: It's designed to keep Miss Young in circles — so she can't teach straight. Disorder — that's our motto!

Veronica: (reads) Mable committed no misdeeds as she has only been a member a few days. But Pete, our esteemed president, stole the whole supply of Junior Scholastics and held a bonfire in his back yard. All members contributed assignment pages from their notebooks.
And that's all.

Pete: Now for the treasurer's report.

Tony: We have $2.18 in our treasury.

Pete: Now for reports on misdeeds and disorders this past week. You take over, Frank.

Frank: Veronica, what do you have to report?

Veronica: Sorry, I didn't have time to do anything wrong last week.

Frank: Agatha, how about you?

Agatha: Look, I had three late reports to hand in . . .

Frank: Tony, what's your score?

Tony: Zero. I had to read a boring book for English that took four days and nights. I didn't even watch TV!

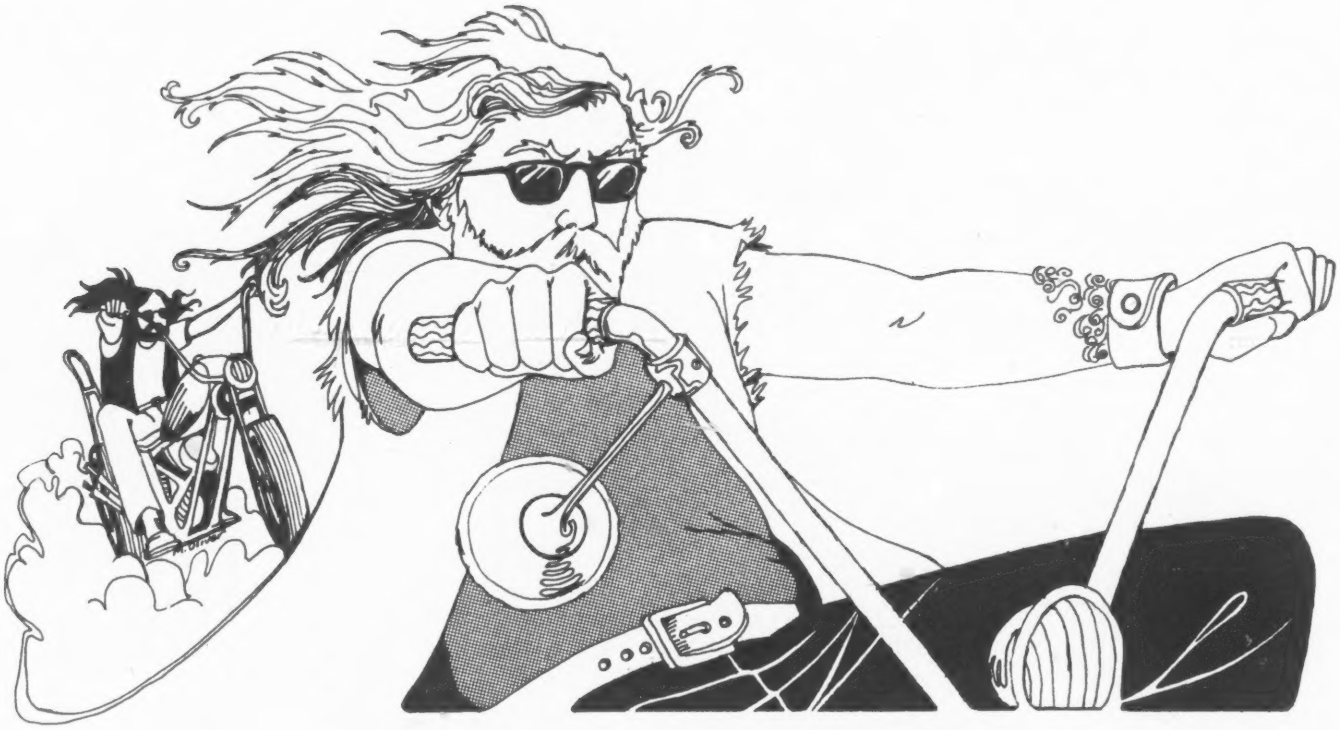
Frank: How about you, Pete? You always come up with a good one.

Pete: Well, I had to paint this basement. You guys messed it up, and nobody even noticed the good job I did! Keep your hands off the wall there, Tony.

Tony: Frank, what disorders did you promote this week?

Frank: I was a perfect angel. My mother got sick, and I had to help cook and take care of my baby sister.

Tony: We're ruined! You guys have been goody-goody all week! Homework! Reading! Helping with the housework! Disgusting! We should call these L.O.R.D.S., the Loyal Order of Respectable and Distinguished Students!



A NIGHT IN SCOTTSVILLE

It all began one cool summer evening in our small town of 500 people. Some of us were playing a game of softball. Even some girls had joined us at the diamond.

All of a sudden we heard what we thought was a car without a muffler. Then we saw them. There must have been 20 of them. A motorcycle gang had always appeared to me to be very exciting. But, when I saw them riding over the shrubs and the fences, I wondered how far they would go. Sure enough, they managed to knock over the backstop which all of us had helped to build.

First they asked where they could get some beer. They forced the girls to get onto their motorcycles and ride down Main Street to Cobb's General Store where they could get the beer. Their motorcycles were everywhere. They parked them wherever they wanted to. Most of the townspeople ran to their homes and closed the doors. They didn't lock them because most of us don't even have locks. There has never been a reason to lock the doors before.

Soon many of the gang were ready for some "real fun." They decided to have a race through the main part of town. As one member of the gang pulled out from the curb, he ran into Mrs. Darkwater in her 1950 Ford. She never drove very fast, and most of us were kind to her because she was a grand old citizen of Scottsville. The gang began to accuse Mrs. Darkwater of causing the accident, but we knew whose fault it had been.

One of my friends thought it was about time to call the sheriff of Marsh, the county seat. As my friend started to walk to the telephone office, I noticed that one member of the gang was watching. He followed him and soon discovered why he was headed in that direction. So the gang member burst into the phone office, pushed my friend out of the way, and pulled out all of the telephone connections. Now we really were in trouble.

What appears to be happening in this town?

What are the needs of the people in Scottsville?

What are the needs of the motorcycle gang members?

What do you think might happen?

What do you think the attitudes of the townspeople would be toward people, property, and the destruction of property?

What do you think are the attitudes of the motorcycle gang towards people, property, and the destruction of property?

TROUBLE

Read the following story about Jim and answer the questions.

Nothing ever seemed to go right for Jim, a junior high school student. He was upset about a lot of things, he was moody and he was always arguing. There was not much he was interested in, nothing seemed exciting or worthwhile, his grades began to drop, and even his old buddies were no longer friendly.

Since Jim felt left out of things, he began going places and doing things with his cousin. They started getting into trouble, and eventually Jim cut the brake cables on the bicycles belonging to some of the guys at school.

1. What might have caused Jim to feel badly about a lot of things?
2. Why might some of his friends have seemed unfriendly?
3. Why do you think Jim started going places with his cousin?
4. What could possibly have caused Jim to cut the brake cables?

THE BROKEN WINDOW

Read the story about Dick and answer the questions below.

Dick, a seventh grader, was very much interested in mechanics and enjoyed spending his spare time watching the mechanic work on cars at a nearby garage. His parents thought he was spending too much time there and not enough on his homework, so they forbade him to go to the garage.

But Dick just did not like school or his subjects as much as mechanics, so he sometimes skipped school and went to the garage. He would stay there until four o'clock and then go home so that his parents would think he had been in school all day. This did not last very long before the principal called him in with his parents. They decided that he should stay an extra hour after school to work on his school assignments until he got caught up.

One night when Dick was walking home alone from school, he picked up some rocks and threw them at a school window. The window shattered, and Dick ran home.

1. What might be Dick's needs?

2. How do you think Dick felt when his parents told him he couldn't go to the garage?

3. How do you think Dick felt when the principal caught him skipping?

4. How do you think Dick felt when he broke the window?

5. What would you do if you were Dick?

MUSEUM'S "THINKER" TOPPLED BY BOMB

"Museum's 'Thinker' Toppled by Bomb" was the front page headline of a Cleveland newspaper on March 24, 1970. At about 12:40 A.M. on that day a blast, heard for two miles, occurred in the University Circle area of the city. Police cruising in the vicinity heard the explosion and rushed to the scene.

They quickly discovered that someone had placed a length of pipe filled with explosives at the base of "The Thinker," a statue created by Auguste Rodin (Row DAN), which stands in front of the Cleveland Museum of Art. The police determined that the bomber had lit the 10 foot fuse — the kind that burns at the rate of one foot in 45 seconds — and knew that he had seven minutes to get away before the bomb went off.

The hollow bronze statue was placed in front of the museum in 1917. It had attracted countless thousands of visitors over the years. The value of the statue, one of only 25 or 26 full-scale copies of "The Thinker," was estimated at between $50,000 and $100,000.

In mid-July of 1970, museum officials announced that they would probably not repair the statue, since it could not be put back in its original condition. At that time, police were still looking for the vandal.

1. What do you think may have been the needs of the bomber which led him to blow up the statue?

2. Why might the bomber have used this behavior to satisfy his needs?

3. How do you think he felt when he did it?

4. How do you think he felt about it three months later?

5. What do you think were the feelings of the museum officials on March 24, 1970?

6. How do you think people reading about the damaged statue felt?

7. What do you imagine the people who view the damaged statue think?

8. How do you feel about acts of vandalism such as this?

9. How do you think you would feel if vandalism like this happened to something belonging to you or your family?

WHOM DOES IT AFFECT?

An act of vandalism is described in each of the paragraphs below. As you read the paragraphs, consider these questions:

1. Why do you think the vandalism occurred?
2. What might have been the needs of the vandals?
3. Who is affected by the vandalism described?
4. How do you feel about the acts of vandalism?
5. How might adults react to these acts of vandalism?

Students and faculty entered their junior high school building on a Monday morning and discovered that vandals had been at work over the weekend. Damage was done to office equipment, chairs were slashed in the teachers' lounge, fire extinguishers were emptied, and paint was splattered on the walls of the art room.

A boat carrying passengers makes several daily sightseeing trips. A game called "overpass" has forced the owners of the boat to cancel trips at certain times of the day. It seems that when students are going home from school they throw rocks down on the boat from the bridges above. Most of the observation windows in the boat have been broken and one girl on the boat was seriously injured by a rock.

A Hemlock tree over 150 years old was chopped down by four teenagers in Boyne Mountain, Michigan. The tree had meant so much to the owners of the ski slope that they had named the expert run after it.

LEGAL LIABILITY FOR VANDALISM

3109.09 Liability of parents for acts of destruction committed by their children (1969 S 10, eff. 9-15-69)

Any owner of property is entitled to maintain an action to recover COMPENSATORY damages in a civil action in an amount not to exceed TWO THOUSAND dollars and costs of suit in a court of competent jurisdiction from the parents having the custody and control of a minor under the age of eighteen years, who willfully damages property belonging to such owner. A finding of willful destruction of property is not dependent upon a prior finding of delinquency of such minor.

Such action shall be commended and heard as in other civil action for damages.

The Ohio law regarding parents' financial responsibility for their children's vandalism is quoted above. Previous to September, 1969, the limit of financial liability (responsibility) was $800.00.

1. How do you feel about the law?

2. Why do you think the limit of the parents' financial liability was raised from $800 to $2,000?

3. What effect might this law have upon a person whose needs and feelings are blocked? Why?

4. In what other ways do you think parents are affected by acts of vandalism committed by their children?

5. How do you think your parents would be affected if you were caught in an act of vandalism? How do you think they might react? Why?

ACTION NEEDED

You are responsible for developing a plan to prevent vandalism. The plan should be written up in the following way.

1. Submitted by:

2. Name of responsible group:

3. Objective of your group:
   (This may range from a specific plan of prevention to a plan which promotes respect for the property of others)

4. Explain your group's plan of action.

5. How does your plan consider the needs of a vandal?

6. How will you go about carrying out your plan?

7. What materials will your group need to carry out your plan and how will you finance your plan?

8. What is your group's specific timetable for completion of your objective?

9. Describe alternative actions your group will take if your original plan meets unexpected problems.

10. What is the role and responsibility of each member of your group?

11. If your project fails, what will your group do?

12. If your project is a success, what will your group do?

UNIT IV
PROTEST

Protest

WHY?

Protests and related events have become items in the daily news. Most major cities have had groups of people demonstrating on one side or the other about such topics as war and peace, pollution of our enviornment, working conditions, and civil rights. Most of the individuals engaged in protest were not involved in violence, but because some were, others lost their liberty, their property, or their lives.

Peaceful and violent protests are not new to our country. When citizens have become dissatisfied with governmental actions or with the conditions of their own lives, they have expressed their dissatisfaction openly and in ways that encouraged others to join them. Protest demonstrations are now widespread, and it is likely that they will continue and possibly become even more frequent as the years go by.

You are living in an age in which the idea of protesting seems attractive, and joining protest demonstrations has become the thing to do. If you have not already had to make some decisions about protesting, there is a good chance that you will have to in the future.

The study you are about to begin has been planned to provide you with help in reaching personal decisions about protest. You will look at protest movements in the past and present, and investigate why people protest and the methods they use.

Wise choices of alternatives can be made only through critical thinking. Responsible action on your part is extremely important when you must decide how to handle your dissatisfaction with the way things are.

Throughout the unit, remember that before you can deal with behavior you must understand it. Understanding comes when you answer two questions:

1. **What feeling or need was the person trying to work out?**
2. **Why did he go at it that way?**

OBJECTIVES FOR THE LEARNER

When I finish this unit, I will show my understanding of protest by being able to:

1. Discuss the meaning of protest.
2. Identify the issues and methods of protest.
3. Describe the needs of people who protest.
4. Analyze peaceful and violent methods of protest.
5. Discuss my responsibility in decisions I make about protest.

Further objectives developed by the class:

6.

7.

8.

9.

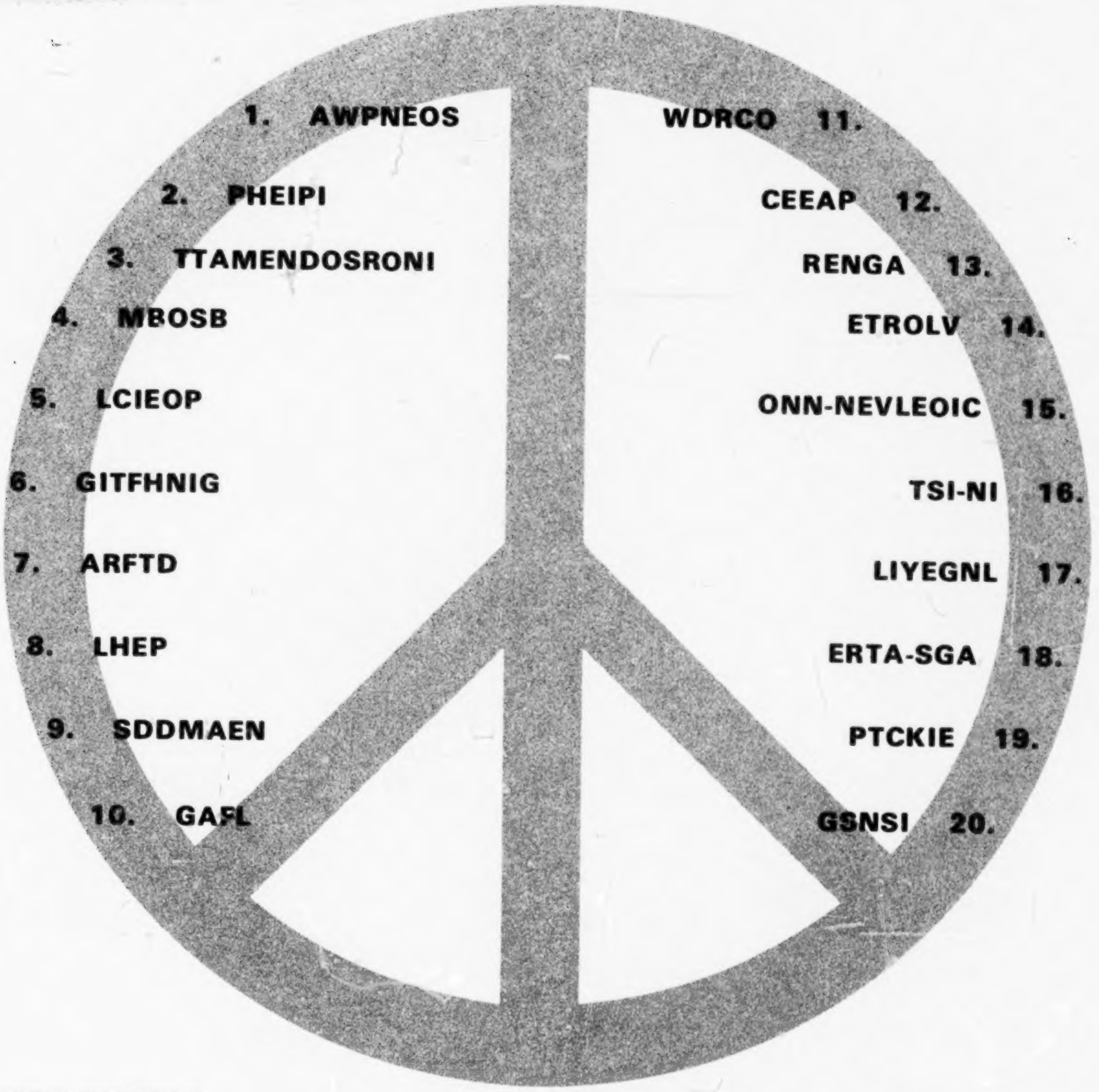
10.

FIND THE PROTEST WORDS

The words may be horizontal, vertical, diagonal, forward, or backward. Circle them.

C	R	O	W	D	S	G	A	P	O	H	E	Z	W	C	J	M	D
B	T	R	E	I	P	P	I	Y	T	W	N	M	Q	H	V	R	E
A	Q	W	R	T	Y	E	N	M	U	X	I	P	K	L	T	C	M
R	C	Y	M	N	P	T	V	V	W	O	P	S	C	T	N	G	O
R	Z	L	G	S	F	S	Q	R	M	I	A	V	T	E	E	F	N
I	N	L	S	D	I	A	R	H	C	M	T	V	I	L	G	B	S
C	M	A	E	N	T	B	C	K	S	G	F	D	M	N	O	P	T
A	B	R	D	E	F	L	E	A	P	C	E	M	A	R	C	H	R
D	F	L	P	G	C	T	G	R	A	B	W	T	S	O	Q	R	A
E	T	H	G	I	F	L	P	R	O	T	E	S	T	A	C	Y	T
R	T	G	T	N	E	M	H	S	I	L	B	A	T	S	E	M	I
G	U	N	S	L	F	C	I	P	M	N	B	A	N	N	E	R	O
F	H	I	O	T	G	D	I	S	S	E	N	T	K	L	I	M	N
B	V	D	C	R	L	A	N	E	N	G	R	Q	Y	C	P	T	W
P	N	O	G	I	C	I	R	L	A	E	P	E	R	T	P	I	C
W	E	W	V	S	T	T	B	I	R	T	Y	M	S	I	G	N	S
M	T	I	Q	I	S	M	V	I	O	L	E	N	C	E	I	Y	R
T	C	W	S	L	K	J	H	G	F	D	S	A	X	W	Z	Q	U

1. fight
2. repeal
3. civil disobedience
4. guns
5. crowds
6. barricade
7. demonstration
8. banner
9. signs
10. violence
11. march
12. protest
13. Establishment
14. sit-ins
15. picket
16. yippie
17. gas mask
18. raids
19. rally
20. dissent


1. AWPNEOS
2. PHEIPI
3. TTAMENDOSRONI
4. MBOSB
5. LCIEOP
6. GITFHNIG
7. ARFTD
8. LHEP
9. SDDMAEN
10. GAFL
WDRCO 11.
CEEAP 12.
RENGA 13.
ETROLV 14.
ONN-NEVLEOIC 15.
TSI-NI 16.
LIYEGNL 17.
ERTA-SGA 18.
PTCKIE 19.
GSNSI 20.

PROTEST PUZZLE

Unscramble the words. The position of one of the letters is given as a clue.

1. First letter ....W
2. First letter ....H
3. Third letter............................M
4. Second letter ....O
5. Last letter ....E
6. Fourth letter...........................H
7. Second letter ....R
8. Last letter...............................P
9. Last letter...............................S
10. Last letter...............................G
11. Second letter ....R
12. Third letter ....A
13. First letter ....A
14. Last letter...............................T
15. First letter ....N
16. Last letter...............................N
17. Fifth letter I
18. Second letter...........................E
19. First letter...............................P
20. First letter ....S

HISTORY HUNT

1. American Indians, 17th Century
   - Pontiac's Conspiracy
   - Little Turtle's War
   - The Blackhawk War
   - The Revolt of the Creeks and Cherokees
   - Seminole War
2. Early America
   - William Penn and the Quakers 1644
   - John Woolman on Pacifism 1720
3. Appalachian Farmers 1740's
   - Massachusetts farmers on Boston
   - Wars of the Regulators 1790's
   - Shay's Rebellion 1790's
   - Whiskey Rebellion and Fries Rebellion, 1790's
4. American Colonists, 1765
   - Boston Tea Party 1773
   - Sons of Liberty
   - Nullification Controversy, 1828
5. Anti-Slavery Movements
   - Abolitionist Movement, 1830's
   - William Lloyd Garrison 1805-1879
6. Workingmen, 1870's
   - Molly McGuires, 1870's
   - Haymarket Square Bombing, 1886
   - Homestead Strike, 1892
   - Pullman Strike, 1894
   - Clarence Darrow, lawyer for railway striking members, 1894
7. Black Americans
   - Race Riots of 1919 in Chicago & Washington
   - Detroit Riot of 1943
   - Cincinnati, 1866
8. Woman Suffrage
   - 1915 Women's Congress at the Hague-Jane Adams
   - 1917 Hunger strikes
   - White House picketing
   - Burning of copies of presidential speeches
9. Wobblies or Industrial Workers of the World, 1905
10. Bonus Marches, 1932
11. Union Sit-down Strikes, 1960
12. Freedom Riders 1961
13. Sit-In Lunch Counters, 1960
14. Poor People's March, 1968

FOUR PEOPLE ARE READY TO PROTEST

Narrator: The leaders of a youth group meet to plan a protest action against a nearby factory which is polluting the water and air. Let's listen to their conversation.

Jack: Let's get organized. I think we need to choose a leader.

Judy: The leader has a difficult job because our protest march must be planned well in order to be successful. We have to help make a change in the policies of the factory.

Ann: I have written letters and newspaper articles, and nothing has worked as yet. We definitely have a legal right to organize this protest march.

Harold: Well, I nominate Jack to be the head organizer. So let's get busy. Won't it be great to march down Main Street and carry signs!

Jack: It sounds like fun, Harold, but there's lots of serious work to be done, and our plan needs good leadership.

Harold: Yeah, I know, but it's still great to be part of the action!

Judy: We'll be responsible for any action that takes place, Harold, so don't get carried away!

Ann: I believe we should do anything within our legal rights. I feel strongly that something has to be done, and that is the most important thing to remember.

Harold: You're right, Ann. But I still can't wait to see the look on people's faces when we march down the street.

Judy: Let's decide what to do and how to do it. I'm tired of that factory getting away with its pollution.

Jack: All right, I'll take over. I'm usually the one telling everyone what to do, anyway.

What need does each person have that has caused him to become involved in this protest?

BOYCOTT
NON
UNION
LETTUCE

PEACEFUL AND VIOLENT PROTEST

America was born out of a protest against what was felt to be unjust treatment by the mother country. Our democracy was founded with the ultimate right to protest a situation which is felt to be unjust. Some people feel that in a democracy one has not just the right but the duty to protest anything he considers unjust.

The abolitionist movement helped in freeing the slaves. Protests of organized labor helped to gain better conditions for the working man. Through protest movements, women gained the right to vote.

In a recent poll of people between the ages of 16 and 20, only one in three approved of protests. They were not so much against the goals of protesters as against some of the forms of protest.

Protest can be peaceful and nonviolent in form, or it can become destructive and cause harm to people or property. These two types of protest are defined as:

Peaceful Protest—Some action which attempts to cause a change and does not harm people or property.

Violent Protest—Some action which attempts to cause a change and is harmful to people or property.

Using the definitions listed, place a checkmark in the column indicating whether you think the following are examples of peaceful or violent protest.

Peaceful	**Violent**	
______	______	Student council officers meet with the principal to suggest changes in school rules.
______	______	People in a protest march are hit by rocks thrown by individuals watching the marchers.
______	______	Students on a college campus set fire to a building in protest of university rules.
______	______	People march with signs urging the government to do something about pollution.
______	______	Striking workers at a factory do damage to cars that try to enter the parking lot.
______	______	A group of people sit down in front of a government building to protest against a war.

ANALYZE NEWSPAPER ARTICLES

1. What was the name of the protest group?

2. What were the issues of the protest?

3. What were the needs of the persons involved?

4. What was the protest method used?

5. Was the method peaceful or violent? Effective or ineffective?

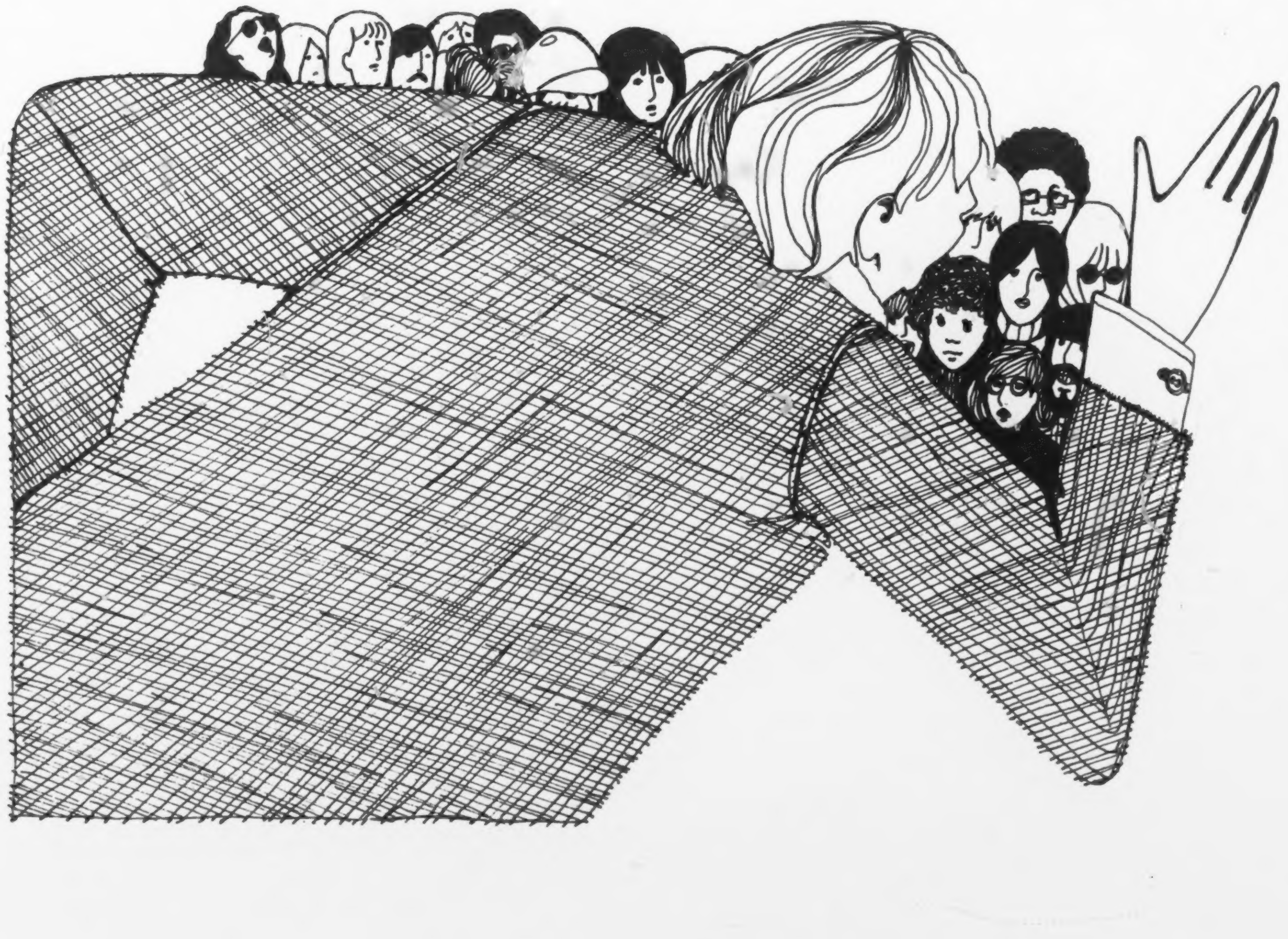
6. What started the protest?

7. After hearing about other newspaper articles and drawing from your own experience, discuss what kind of protest seems to have worked best in bringing about change in America.

CHANGES ON THE CAMPUS

You are a student at a small college and have just come out of an afternoon class. As you cross the courtyard to go to your next class, you hear some loud voices. You think that perhaps some people are celebrating the spring weather. The noise is such that you decide to try to find out what is happening.

In a short time, you discover a small group of students gathered around three or four speakers who are complaining about various things on the campus. They are unhappy with the food in the cafeteria, the expense of books and materials in the campus book store, the large numbers of students in the same classroom, too few places for housing students on campus, and many other things.



The group had decided that to bring about the changes they wanted on their campus, they should inform others about their feelings instead of complaining to one another. They had voted to inform the college officials about their complaints.

One of the students suggested that all who were upset could sign petitions which could be given to the college officials in the hope that they would take action. Others, who had tried this method before and found it to be unsuccessful, wanted to use stronger measures such as "boycott" or "sit-in." Through the boycott, they proposed to have all the students avoid using the cafeteria and the bookstore. They thought this would force the management to provide better and less expensive services.

A few students, who wanted more excitement, proposed making big banners or posters and marching to the college president's office to present their demands for changes on the campus.

The students who were upset about the cramped or poor housing wanted to protest by erecting tents in front of the administration building and living in them. They hoped that this would make the college officials realize the difficulties students faced in obtaining housing on campus and make them build more and better housing.

Two students standing near you are talking about getting some spray paint and using it to write slogans on the campus buildings.

You agree with some of the complaints of the group and are trying to decide whether or not to join the group of protesters.

Do you think you will join with the protesters?

Why?

Why not?

If you decide to join them, which of the protest methods suggested in the story would you favor?

What do you think would be the effects of the methods you favor?

What do you think the group should do if the methods of protesting that are suggested in the story do not get the desired results?

What is your responsibility to others and yourself in this protest situation?

Complete this story by describing how you think this situation will be settled.

WHAT IS MY RESPONSIBILITY?

At a public meeting in your city, a politician who supports the war in Viet Nam has been invited to speak. You and your friends have studied the problem of our country's involvement in the war and take the opposite point of view.

Your group has been given permission to march in front of the building where the speech is to occur. The day finally arrives. You have made plans to show the city in a peaceful manner how your group feels about the war.

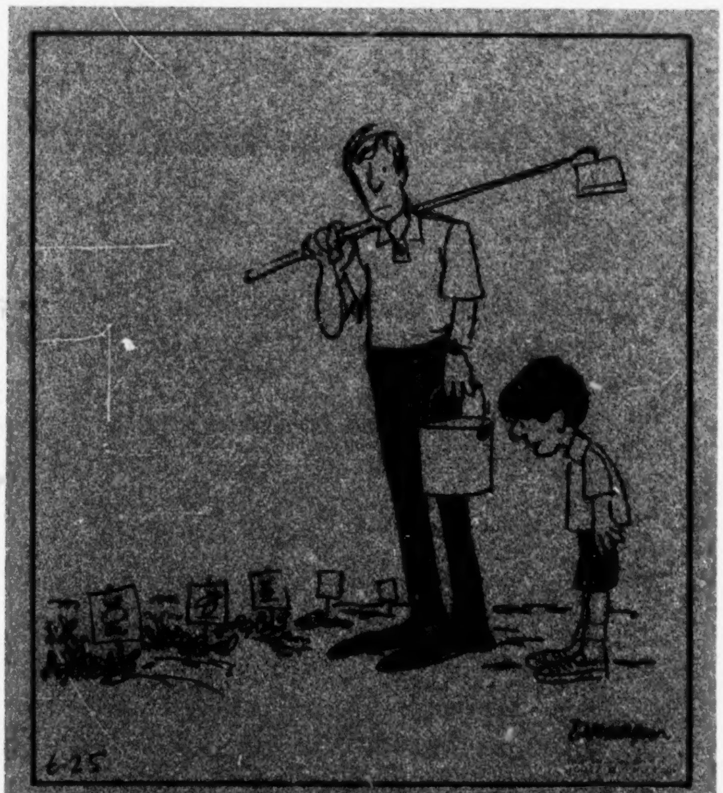
You are carrying your protest sign and marching in front of the building. As the speaker arrives, someone in your group begins to yell at him. Suddenly everyone is yelling and pushing. None of you intended to enter the building, but you find yourself going in with all of the other people. People are looking at you and your group and are becoming angry.

What will you do now?

What needs are you meeting?

What might be the effects?

Suppose people ask you why you are causing so much trouble. What will you say and do?



"WHAT ARE THEY PROTESTING?"

A PLAN FOR CHANGE

1. Submitted by:

2. Name of responsible group

3. Objective of your group:
   (This may range from a specific plan for the conservation of natural resources to a desired change in the community, school or government)

4. What may be the needs of the people to whom you are presenting your Plan for Change?

5. What are the needs of your group?

6. Specific programs, promises, or policies of your group:

7. Who will make decisions for your group?

8. How will decisions be made?

9. How will you get other people to join your cause?

10. How will you finance your cause?

11. Specify your group's plan of action.

12. What is your group's specific timetable for the completion of your objectives?

13. Describe alternative actions and timetables if your initial programs meet unexpected resistance.

14. What are your specific role and responsibility in your group?

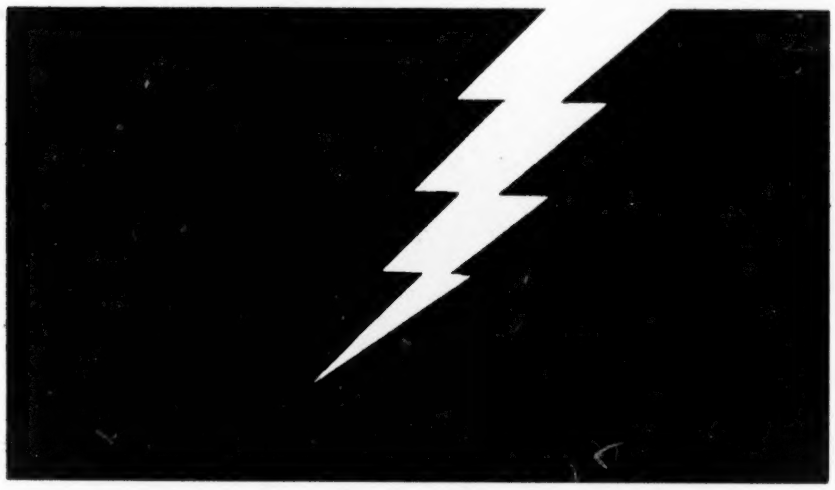
15. If the project fails, what will your group do?

16. If your project is successful, what will your group do?

UNIT V

WHY VIOLENCE?

Violence



WHY?

Whether you realize it or not, you are subjected to episodes of violence daily. You might view it on TV, see it pictured in newspapers and magazines, witness a riot, observe a street fight, or see your friends fighting. How do you feel about seeing this violence? Does it affect your behavior?

How does a person tell you he's mad — by slugging you or by talking over the situation with you? How do you feel if someone else always seems to get his way but you never do? What do you do when you are so frustrated that you feel like fighting?

Violence is a serious problem in our country. Many studies have been made concerning its causes, its effects, and ways to prevent it.

This unit will give you the opportunity to look at violence in the past and the present. You will study the causes and effects of violence and discuss your opinions freely.

The variety of activities in the unit will give you the opportunity to grow in your ability to think through and act responsibly in situations which could involve violent acts.

Throughout the unit, remember that before you can deal with behavior you must try to understand it. Understanding comes when you answer two questions:

1. **What feeling or need was the person trying to work out?**
2. **Why did he go at it that way?**

OBJECTIVES FOR THE LEARNER

When I finish this unit, I will show my understanding of violence by being able to:

1. Define and give examples of violence
2. Discuss the kinds and uses of violence in America in the past and present
3. Discuss some possible causes of violence
4. Describe and analyze the effects of violence on the persons directly and indirectly involved
5. List alternatives to violence

Further objectives developed by the class:

6.

7.

8.

9.

10.

VIOLENCE IN THE PAST

This story took place when a group of people were protesting the tax policies of their government. After reading the story, answer the questions below.

A youth throws snowballs at a soldier to tease him. Shortly, other soldiers arrive to stop the youth. A group of the local citizens gather and begin calling the soldiers names. The crowd grows in numbers, and the soldiers react by opening fire into the group. Five of the citizens are killed. The town responds by demanding the removal of the soldiers from their city.

1. Could this situation happen today?
2. What might have been the needs of the citizens?
3. What might have been the needs of the soldiers?
4. How could this situation have been avoided?
5. How do you feel about this situation?
6. Do you know where and when this incident took place?

QUOTATIONS DEALING WITH VIOLENCE

Choose one of the following statements. Tell whether you agree or disagree and why.

"Violence is as American as cherry pie." H. Rap Brown

"In the last 3,421 years of recorded history only 268 have seen no war." Will Durant

"People enjoy hating." Dr. Charles Frank

"Can violence be abolished without using violence?" Dr. Frederick Wortheim

"Violence cannot always be equated with lawlessness."

"Most of the violence in the U.S. has been of a conservative nature in trying to retain the status quo." Michael Wallace

"To be a Negro in this country and to be relatively conscious is to be in a rage almost all the time." James Baldwin

"How many deaths will it take 'til we know that too many people have died?" Bob Dylan

"Man is the only animal species which pursues and kills its own kind."

"We have war because we are not sufficiently heroic for a life which does not need war." Bartolomeo Vanzetti

"As many as 200 million guns are in private hands in more than half of all U.S. households."

"We have a bad inheritance so far as violence is concerned . . . we began after all, as a people who killed red men and enslaved black men."
Arthur Schlesinger, Jr.

LUCY L.

Lucy L. is a 14-year-old girl who lives in the slums of New York City. There is garbage in the streets and sidewalks. Abandoned, burned-out cars are parked in the streets. Lucy's teachers gave her the opportunity to write about "The World Outside." Read what Lucy has to say about violence in the world outside, and then answer the questions.

* "There is so much unnecessary killing in our society. Our society is built upon killing or destroying others. A president or a "servant" of our government makes it to his official position by putting down or discrediting his opponents."

"Hippie-ism isn't an answer to the war, neither is Flower Power they are only escapes."

"How many V.C. the U.S. kills seems very trivial when you compare it to auto accidents."

"Many people believe that life is precious but if it is so precious, why must we discriminate? Is it not as inhuman to kill a cow or V.C. as it is to kill your mother or neighbor or fellow American?"

What does Lucy probably mean by unnecessary killing in our society?

What do you think is Lucy's opinion of our society?

What might cause her to feel this way?

How do you feel about Lucy's statements?

Some people in our society say they are opposed to any form of violence which hurts people.
In what ways might they be right?

In what ways might they be wrong?

VIOLENCE IN THE PRESENT

All the incidents below are forms of violence in America which happened in 1968:

During February a bomb exploded in the Soviet Embassy in Washington, D.C.

An estimated 14,200 murders occurred.

On April 4, Martin Luther King, Jr. was assassinated.

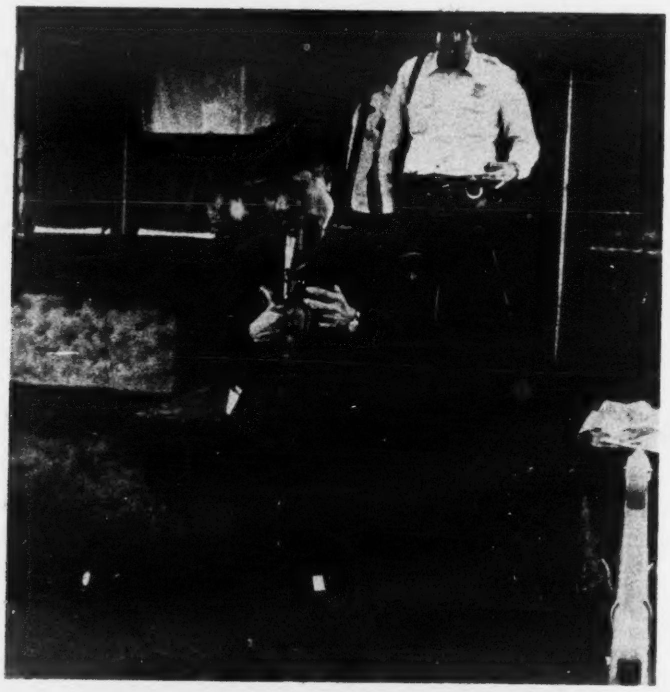
Approximately 50,440 deaths occurred from automobile accidents.

On June 6, Robert F. Kennedy was assassinated.

Racial violence occurred in 36 states and in at least 138 cities.

There was a clash between Chicago police and demonstrators at the Democratic convention.

14,592 American soldiers were killed in Vietnam.



CAUSES OF VIOLENCE

On December 12, 1963, a man sent this letter to the New York Times: "The shooting of President Kennedy was a normal method of dealing with an opponent as taught by countless television programs. This tragedy is one of the results of the corruption of people's minds and hearts by the violence of commercial television. It must not continue."

1. How do you feel about this man's opinion?
2. Do you believe television teaches us a way to deal with our opponents? If so, how?
3. Do you believe people's minds and hearts are corrupted by the violence of commercial television? If so, how?
4. Can you suggest ways to discontinue the violence on television?

"By our readiness to allow arms to be purchased at will and fired at whim; by allowing our movie and television screens to teach our children that the hero is one who masters the art of shooting and the technique of killing . . . we have created an atmosphere in which violence and hatred have become popular pastimes." — Dr. Martin Luther King, November, 1963.

"We have a responsibility to the victims of crime and violence. It is a responsibility to put away childish things — to make the possession and use of firearms a matter undertaken only by serious people who will use them with the restraint and maturity that their dangerous nature deserves — and demands."
— Robert F. Kennedy, July 11, 1967

1. How did these men feel about the availability and use of guns?
2. What are some other causes these men mention?
3. What is so disturbing about the way these men died?

A VIOLENT DEATH

Joe was a 17-year-old boy who was well liked in school by both teachers and students. He worked at his father's drug store and, when he was not working, he was with his friends. One day on his way to work he was shot and killed. The only clue police had to work with was that even though Joe had easy access to drugs, he refused to give them to people who supported a drug habit.

1. What could have been the causes of Joe's death?

2. What can be done to prevent murders like these?

3. Is enforcing the law enough?

WHAT HAPPENS NOW?

The following stories are about violence. After reading the stories, think about the possible causes and effects of the violence in each example and answer the questions related to each incident.

Story 1 Four year old Veronica was accidentally shot and killed by her mother during a family argument. The mother was shouting, screaming, and pointing a pistol at Veronica's father. Veronica had heard and watched such quarrels before. Suddenly she grabbed her mother's arm, pulling the gun down. As she did this, her mother's tight grip on the gun caused it to go off, hitting Veronica in the head.

1. What were the probable causes of this violent incident?
2. What probably caused Veronica to grab her mother's arm?
3. How do you think Veronica's mother felt before the shooting? After the shooting?

Story 2. It was late at night when Tom Smith, a cab driver, dropped off his last passenger and started getting ready to go home. He knew his wife would be waiting up for him, though his six children would be fast asleep. Just as he was heading home he was stopped by two men who asked for his money. When he tried to get away from them, they shot him.

1. What were the probable causes of this violence?
2. How do you think those two men felt after they had shot Tom?
3. How did this violent act affect Tom's wife and children?
4. How would you feel if you really knew Tom and his family?

OUTSIDE OF A SMALL CIRCLE OF FRIENDS

While reading the lyrics of the song, think about these questions and discuss them later:

1. Who is involved in these incidents?
2. What are some possible reasons why people do not help?
3. What kind of excuses did the songwriter offer for people not helping?
4. How do you think people feel about getting involved?
5. What needs do you think a person may try to satisfy through an act of violence?
6. How can people sit by and watch a woman being stabbed?
7. Do you think this song contributes to violence? Why or why not?
8. What do you think could be the effects of noninvolvement?

OUTSIDE OF A SMALL CIRCLE OF FRIENDS

Look outside the window, there's a woman being grabbed.
They dragged her to the bushes, and now she's being stabbed.
Maybe we should call the cops and try to stop the pain,
But monopoly is so much fun, I'd hate to blow the game,
And I'm sure it wouldn't interest anybody outside of a small circle of friends.

Riding down the highway, yes, my back is getting stiff.
Thirteen cars have piled up — they're hanging on a cliff.
Maybe we should pull them back with our towing chain,
But we gotta move, and we might get sued, and it looks like it's gonna rain.
And I'm sure it wouldn't interest anybody outside of a small circle of friends.

Sweating in the ghetto with the Panthers and the poor.
The rats have joined the babies who are sleeping on the floor.
Now wouldn't it be a riot if they really blew their tops,
But they got too much already, and besides we got the cops.
And I'm sure it wouldn't interest anybody outside of a small circle of friends.

Look outside the window, there's a woman being grabbed.
They dragged her to the bushes, and now she's being stabbed.
Maybe we should call the cops and try to stop the pain,
But monopoly is so much fun, I'd hate to blow the game,
And I'm sure it wouldn't interest anybody outside of a small circle of friends.

Copyright 1967, Barricade Music, Inc. *Words and Music By: Phil Ochs*

AND THEY WATCHED

Michael Puelo, a ten-year-old boy, was beaten and robbed of two dollars during the Cleveland Indian-Cincinnati Reds exhibition game, June 29, 1970. He and four of his friends were jumped and overpowered by a gang of about eight teenagers inside the crowded and busy stadium. People looked, but did not help. A stadium usher refused to assist the boys when they ran for help, and other fans paid no attention to Michael as he lay bleeding and groaning on the concrete floor.

1. Why would older boys attack a younger boy?

2. How do you think the teenagers felt about getting only two dollars?

3. Why do you suppose no one helped?

4. How do you think you would react in a similar situation?

5. How might you feel if you watched but did not do anything to help?

6. How might you show these feelings?

TWO MEN AND VIOLENCE

Alex G. was a young man who worked eight hours a day to support his family but never had enough money to pay all the bills. His need for money finally became so desperate that he decided to rob a gas station. As he was doing this, the owner of the station tried to stop him. In the struggle that followed, Alex G. hit the owner of the station with a bottle and left him bleeding on the floor.

1. What were Alex G.'s needs in this situation?

2. What caused Alex G. to turn to violent behavior?

3. What were some alternatives to violence that Alex G. could have tried?

Bill M. was with a group of demonstrators who were protesting the war. The group decided to march to the Federal Building and form a circle around the building. As they headed down the street toward the Federal Building, some people watching them threw rocks and hit one of the demonstrators. Several of the demonstrators ran after the rock throwers and began fighting with them. Bill M. decided not to become involved in the fight. Instead he continued walking toward the Federal Building.

1. What were Bill M.'s needs in this situation?

2. What caused this situation to become violent?

3. Why do you think that Bill M. did not become involved in the fighting?

4. What other alternatives to violence did Bill M. have in addition to continuing on toward the Federal Building?

VIOLENCE IN A LABOR DISPUTE

For three weeks the members of a truckers' union had been on strike for higher wages. A settlement did not seem close. Union leaders and the company management could not agree on the wage increase the truckers demanded. The union leaders were trying to get the truckers much higher pay, and they hoped the strike would force the companies to accept the union suggestions.

During this time the truckers were not paid. Many had families to support and were having a rough time making ends meet. Money for food and rent was running out. Some men applied for welfare help, but even that money was not enough to buy the things they needed. Some men decided to go back to work right away even before the strike was settled; some wanted a quick settlement; and some did not want anyone to work until the companies agreed fully to union terms.

When some truckers began hauling again, they were met by groups of angry men who did not want them to go back to work. They threw rocks and bricks at the drivers, yelled threats, and called them names. Ambushes were set up along the roads to stop the trucks. Truck windows were smashed, tires slashed, and contents of the trailers thrown out; and the drivers were slugged, beaten, and even shot.

1. What might be the needs of those who went back to work?

2. What might be the needs of those who did not go back to work?

3. How do you think the two groups of union members felt?

4. Why do you think some of the truckers used violence?

5. What might be some of the effects of the violence?

6. What alternative ways of dealing with this situation might have kept it from becoming violent?

VIOLENCE IN A LABOR DISPUTE

For three weeks the members of a truckers' union had been on strike for higher wages. A settlement did not seem close. Union leaders and the company management could not agree on the wage increase the truckers demanded. The union leaders were trying to get the truckers much higher pay, and they hoped the strike would force the companies to accept the union suggestions.

During this time the truckers were not paid. Many had families to support and were having a rough time making ends meet. Money for food and rent was running out. Some men applied for welfare help, but even that money was not enough to buy the things they needed. Some men decided to go back to work right away even before the strike was settled; some wanted a quick settlement; and some did not want anyone to work until the companies agreed fully to union terms.

When some truckers began hauling again, they were met by groups of angry men who did not want them to go back to work. They threw rocks and bricks at the drivers, yelled threats, and called them names. Ambushes were set up along the roads to stop the trucks. Truck windows were smashed, tires slashed, and contents of the trailers thrown out; and the drivers were slugged, beaten, and even shot.

1. What might be the needs of those who went back to work?

2. What might be the needs of those who did not go back to work?

3. How do you think the two groups of union members felt?

4. Why do you think some of the truckers used violence?

5. What might be some of the effects of the violence?

6. What alternative ways of dealing with this situation might have kept it from becoming violent?

SOME ALTERNATIVES TO VIOLENCE

Some possible alternatives to violence are suggested below. Write a sentence or two about each one, explaining how you think it could be considered a way to prevent violence. Add and explain any other alternatives that you feel could prevent violent acts from occurring.

Better Communication

Nuclear Disarmament

Meeting People's Needs

Understanding

Civil Rights Laws

Peaceful Protest

Education

Anti-Poverty Programs

Teaching Peace

Gun Control

HOW EFFECTIVE ARE EXISTING IDEALS AND INSTITUTIONS?

1. In what ways have the items listed below helped prevent violence?

2. In what ways have they failed to stop violence? Why?

3. How effective are they in helping meet people's needs?

4. What new programs can you suggest to help prevent violence?

Elections
Bill of Rights
Freedom of speech
Freedom of press
Constitution
Public schools
Congress
House of Representatives
Senate
Welfare
Social Security
Desegregation

Students' rights
Police
Local governments
Medicare
Foreign aid
Mobility
American values of equality
Employment practices
Housing
Income
Family

DEFINITION OF TERMS

Unit I

1. consensus
2. misbehavior
3. behavior
4. aggression
5. need
6. behavior equation
7. surface approach
8. causal approach
9. frustration
10. alternative
11. alternative behavior
12. effect
13. immediate effect
14. long-term effect

Unit II

1. react
2. confrontation
3. authority figure
4. group pressure
5. peer pressure
6. inconsistency
7. inconsistent behavior

Unit III

1. vandalism
2. property
3. attitudes
4. liability

Unit IV

1. protest
2. civil disobedience
3. dissent

4. repeal
5. establishment
6. picket
7. boycott
8. petition
9. issue
10. abolitionist
11. analyze
12. peaceful protest
13. violent protest
14. responsibility

Unit V

1. violence
2. riot
3. status quo
4. counter-violence
5. mass media